

DEPARTMENT OF THE INTERIOR
BUREAU OF EDUCATION

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HELPS FOR TEACHERS OF ADULT IMMIGRANTS AND NATIVE ILLITERATES

Prepared under the direction of

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LETTER OF TRANSMITTAL

DEPARTMENT OF THE INTERIOR,
BUREAU OF EDUCATION,

Washington, D. C., October 27, 1928.

SIR: The instruction of both native and foreign-born persons in the essentials of the English language, numbers, civics, geography, and history is an important task. The United States Bureau of the Census reports that in 1920 nearly 5,000,000 of our population over 10 years of age could not write in any language. The number who need instruction in elementary subjects is relatively large, and there is a growing demand for trained men and women to teach these subjects to adults. The Bureau of Education has been asked by various States to assist in this work. As a contribution to the literature in the field, the bureau last year issued a publication known as Bulletin 1927, No. 7, Methods of Teaching Adult Aliens and Native Illiterates. The supply of this bulletin was quickly exhausted. The demand for such helps continued, however, and the bureau employed Miss Mary L. Guyton, of the Massachusetts State Department of Education, and Mrs. Elizabeth C. Morriss, Director of Community Schools in Buncombe County, N. C., to assist in a revision of the bulletin mentioned.

I believe that this material will be of assistance to teachers of adult classes and to teacher-training institutions, and I recommend that it be printed as a bulletin of the Bureau of Education, Department of the Interior.

Respectfully submitted.

L. A. KALBACH,
Acting Commissioner.

The SECRETARY OF THE INTERIOR.

FOREWORD

The teaching of the adult immigrant or native illiterate is a highly specialized work, needing carefully selected teachers who have specific training to carry on this endeavor. Universities, normal schools, State departments of education, and departments of education in cities and towns are realizing to-day that opportunity must be afforded for such training. For this reason, this bulletin on methods and teaching helps is presented with the hope of meeting the needs of instructors of extension courses in universities, colleges, normal schools, and of the teachers of classes of adult immigrants and native illiterates.

The bulletin is prepared in two parts. Part I deals with the education of the adult immigrant; Part II with the education of the native adult illiterate. Teachers of both groups will find material of value in each of the two parts.

In the following tables will be found a comparison of adult immigrants and native illiterates in the United States, both as to percentage and number. A study of these tables will also make clear that progress is being made in supplanting illiteracy.

TABLE 1.—*Number of illiterates 10 years of age and over*¹

	1900	1910	1920
Population 10 years of age and over.....	57,949,824	71,580,270	82,739,315
Illiterates 10 years of age and over.....	6,180,069	5,516,163	4,631,905
Native born (white and negro) 10 years of age and over.....	47,652,243	58,307,263	68,915,088
Native-born illiterates (white and negro) 10 years of age and over.....	4,766,805	3,762,003	3,084,733
Foreign born (white) 10 years of age and over.....	10,014,256	12,944,529	13,497,886
Foreign-born illiterates (white) 10 years of age and over.....	1,287,135	1,650,361	1,763,740

TABLE 2.—*Percentage of illiterates 10 years of age and over*¹

	1900	1910	1920
Illiterates in population 10 years of age and over.....	10.7	7.7	6.0
Illiterates in native-born population 10 years of age and over.....	10.0	6.4	4.4
Illiterates in foreign-born population 10 years of age and over.....	12.9	12.7	13.1

¹ Figures taken from reports of U. S. Bureau of the Census.

HELPS FOR TEACHERS OF ADULT IMMIGRANTS AND NATIVE ILLITERATES

Part I. Helps for Teachers of Adult Immigrants

Introduction

America is a cosmopolitan nation. Therefore much depends upon our ability to recognize the characteristic merits of each element of the population of our country and to use the contributions of all for the common good. The best teachers have long since discovered that their ability to teach the members of any race depends to a large extent upon their ability to understand their pupils. This principle applies with special force where there is difficulty in understanding or speaking our language.

The purpose of Part I of this bulletin is to acquaint teachers of the foreign born with helps which have been tried and found effective by those who have had much experience in this important field of education.

CHAPTER I

Adult Immigrant Elementary-Education Movement.

Outlines for Discussion

A. Conditions before the war. In many of the larger cities "English for foreigners" and "Citizenship" classes established to teach English, naturalization procedure, and elementary facts in history and government.

B. During the war and directly after. (1) Sporadic interest and slight attempts at education stimulated by various causes: Fear, self-protection, consciousness of former negligence, etc. (2) America realized there were millions within our land "with us but not of us." (3) Provision made for much more adequate educational facilities.

C. Present status of immigrant education. (1) Program of education for foreign born in certain States. (2) Effective programs in

elementary subjects for adult foreign born worthy of study in such States as New York, Delaware, Massachusetts, California, Connecticut, Pennsylvania, and Nebraska.

Problems in Democracy; Suggestive Subjects for Discussion

A. Political, social, and industrial democracy (for teacher-training groups).

1. Political democracy. (a) The responsibility of participation in voting—evidences of the lack of this. (b) Responsibility of electing capable leaders. (c) Cooperation in law and order.

2. Social democracy. (a) Value and effectiveness of tolerance in a democracy. (b) The part America is playing in its public schools to overcome prejudices and establish better understanding in large group relationships. (c) Our social procedure in adult immigrant education.

3. Industrial democracy. (a) Responsibility of accepting the doctrine of the "square deal." (b) Consideration of "labor," "capital," "shop committees," "strikes," etc. (c) Importance of industrial democracy against industrial autocracy.

B. Important characteristics of a good American.

C. Steps necessary to "Americanize" some Americans who need stimulation.

D. Essential principles of American democracy.

Objectives in Americanization

A. Making this land a government of the people, by the people, and for the people.

B. Establishing civic relationships without reference to race, religion, or social caste.

C. Stimulating hero worship for those who have died for an ideal or lived to promote a cause.

D. Showing the contributions of all outstanding peoples of all races to America's making.

E. Bringing to the minds of all what we owe the pioneer.

F. Arousing an appreciation of heroes of to-day.

G. Creating a place for the immigrant in civic, political, and economic life of community, State, and Nation.

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CHAPTER II

Helpful Suggestions on Racial Background Study

Those who are engaged in teaching adult immigrants realize that representative democracy in America depends not only upon the native-born American but also upon the vast body of foreign born in the country made up as it is of both actual and potential citizens.

The work of making intelligent, loyal, and worth-while citizens can best be accomplished when those who are engaged in the work have a wide knowledge of, and a sincere appreciation for, the historical, political, economic, social, and cultural background of the various racial groups; and are prepared to assist them in making necessary adjustments to American life. The following outline of the study of immigrant backgrounds is suggested:

Aims

A. To learn something of the political, historical, social, economic, cultural, and educational background of the foreign-born people in America.

B. To learn something of the effects on the immigrant of his new environment, educational experience, history, traditions, and government.

C. To plan a teaching program so that it will include some of the above information.

D. To assist the immigrant pupil in some of his difficult adjustments to the manner of living in a newly adopted country.

Sources of Information on Racial Background

A. Field work. Visit a foreign home, club, factory, an immigrant class, a foreign market, foreign food shop, port of entry, or a session of the naturalization court.

B. Adapted readings.

Racial Background

A. Historical and political background of the nationality selected for study. 1. Important events in the history of the country. 2. Facts about the lives of outstanding heroes and statesmen. 3. Contrast, from the standpoint of its contacts with the individual, the government of his country with the Government of the United States in the matter of taxes, military service, enforcement of and obedience to law, voting, and holding political office.

B. Social and economic background of the nationality selected for study. 1. Outstanding physical characteristics of the country including climate, topography, and natural resources. 2. Occupations and working conditions as they relate to environment, hours, wages, opportunities for promotion and extent women and children work. 3. Compare labor in country and city; to what extent immigrants change their occupations when they come to America. 4. Investigate the living conditions in the country studied as to housing conditions and pure food laws, and compare these with conditions in America. 5. Common recreation activities and social amusements of the people and the opportunities they have for self-expression through native games, folk dances, music, sports, etc.

C. Cultural and educational background of the nationality selected for study. 1. Artistic, cultural, and educational background of the country studied, to what extent the average immigrant from that country has been affected consciously or otherwise by these artistic achievements. 2. Educational conditions prevailing as to school law, programs, standards, attendance, housing, higher education, with particular reference to: (a) Opportunities for elementary education. (b) National attitude toward schooling.

Use of Racial Background Study in the Classroom

A. Illustrations of application to classroom lessons: 1. If your class is largely Italian, to correlate the history of Italy with that of the United States, consider the following as types of study: (a) Washington and Garibaldi.—(1) What similar abilities and virtues had they? (2) How were their careers and contributions to their countries alike? (3) What characteristics of good citizenship did both exemplify? (b) Compare the making of the United States with the making of a united Italy. (c) It was said when Italy was consolidated, "Italy is made. We must now make the Italian." Compare the development of national unity of Italy with that of the United States.

2. Women's position in America: (a) What do women of the immigrant student's country do for a living? (b) Mark the differences from American conditions. (c) What do the women in this class do for a living? (d) Has the position of women in the immigrant's country changed from that of a hundred years ago? Why? (e) What has changed the position of women in America? (f) What are some of the principal laws in America concerning women working? (g) Why were these laws made? (To protect health and wages.) (h) What are the laws in the immigrant's country concerning women?

Summary

After personal investigation and reading consider carefully the fundamental characteristics and habits of the individual of the nationality studied and how these characteristics and habits are developed in him because of the standards and conditions in the homeland; draw conclusions as to what sort of man he is and how his past helps to make him what he is in the light of (1) his loyalty and love of liberty; (2) nationality; (3) thrift, ambition, energy, willingness to work, etc.; (4) home community and other social life; (5) schooling and school habits; (6) progress and adjustment in America.

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CHAPTER III

Publicity and Cooperation for Organizing and Carrying on Immigrant Classes

Experience has taught us that no program for educating adults has been successful without the support and interest of the community in which the program is put into operation. For this reason a campaign of publicity, prior to the opening of classes, should be inaugurated and carried on during the weeks preceding the opening of classes.

Publicity

Publicity of all kinds through foreign language and English newspapers, industrial publications, shop and factory papers, announcement slides at the moving-picture houses, handbills, notices in appropriate languages in stores, banks, pay envelopes, church calendars, and libraries are only a few of the many ways in which the foreign born may receive advance information in regard to the opening of classes.

Other than the appeal through such channels of publicity, it often works out successfully to have intelligent foreign born serve as racial committee or organizations to diffuse the knowledge of the classes. Again and again members from foreign societies, lodges, labor unions, as well as foreign-born priests and ministers, bank officials, foremen in industry, welfare workers, probation officers, physicians, attorneys, community nurses, and others have served on such committees, working gladly to interest their people in adult immigrant education.

Suggestion in Cooperation of Organizations

A. Women's clubs, parent-teacher associations, and others. The following are a few of the types of cooperation which can be carried on by clubs and schools: 1. Publishing information concerning the size of our adult alien and illiterate population. 2. Promoting the organization of English and citizenship classes in the public schools and in small towns where no such classes have previously been offered. 3. Promoting social activities in Americanization school programs. 4. Supporting citizenship training for aliens who seek naturalization. 5. Assisting in securing larger appropriations for local school programs.

B. Patriotic organizations—Veterans of the World War, American Legion, Sons of Veterans, Daughters of the American Revolution, Women's Relief Corps, and Colonial Dames of America. These organizations can cooperate in many ways, a few of which are: 1. Presenting flags, pictures, and books to classes. 2. Contributing periodicals and books to public libraries for use of immigrants. 3. Furnishing financial support for mothers' classes when necessary. 4. Providing pageants, entertainments, and social activities for students of Americanization classes. 5. Financing a film to be used exclusively in recruiting adult alien classes. 6. Conducting contests for posters which would be effective in illiteracy campaigns. 7. Showing a spirit of friendliness in visiting the homes of foreign born, in entertaining groups in American homes, or in sponsoring patriotic receptions.

C. Chambers of Commerce, Kiwanis, Rotary, Lions, and like organizations may cooperate by: 1. Spreading helpful information about work with the foreign born. 2. Supporting favorable legislation and adequate local appropriations. 3. Holding public meetings to welcome newly made citizens.

D. Day schools. The day-school teachers and principals in public and private schools should cooperate effectively in the important task of advertising educational opportunities for the foreign born in the following ways: 1. Distributing circulars, notices, and posters in their schools, thus utilizing the home contacts of day-school pupils in the difficult work of bringing to school many alien men and women who have lived here for years without taking advantage of evening-school opportunities. 2. Providing a very simple questionnaire to be filled by one pupil from every home of the foreign born. The questions suggested are: Does your father read and write? Does your mother read and write? Is your father a citizen of the United States? Is your mother a citizen of the United States? Has your father his first papers? Has your mother her first papers? Has your father attended night school? Has your mother attended night school? Would your parents desire to attend night school?

Such a plan furnishes a list of names of immigrant parents needing help. Members from racial-background committees, women's organizations, and other interested individuals may visit the homes and try to bring into day and evening classes immigrant men and women who need assistance. In many cases trustworthy junior and senior high school boys and girls will be glad to form competitive teams to work out ways and means of carrying on a house-to-house canvass.

E. Churches. Churches may urge the foreign born to attend evening school by pointing out to them the advantages and necessities of taking part in community life.

F. Banking associations. Banks come in contact with many immigrant groups and may cooperate effectively by: 1. Distributing literature written in simple English on bank laws, exchange currency, systematic savings through Christmas and vacation clubs, savings bank, life insurance, budgeting, home ownership, investments, etc. 2. Sponsoring talks for citizenship and advanced classes. 3. Offering prizes to immigrants showing best thrift or budget schedule. 4. Giving immigrant depositors printed schedules of classes in homes, factories, clubs, and evening schools. 5. Cooperating with school people and racial leaders in increasing enrollment in classes.

G. Public and private welfare organizations. The majority of cities with a large foreign-born population now have some organized public agency where aliens may go for advice and assistance. These agencies are seldom equipped to meet the full needs but may effectively arrange: 1. Public meetings for new Americans. 2. Illustrated lectures and moving pictures on America. 3. Talks by members of the city or town government and judges of city or town courts. 4. Councils of the foreign born where nationalities may mingle and work together. 5. Demonstration of racial customs in pageantry, songs, and dances as conducted in the homeland. 6. Meetings that bring together both foreign born and native born.

CHAPTER IV

Organization and Administration of Classes

Introductory Material

Very little time in lecture periods should be used to discuss mere statistics. An effort should be made, however, to visualize them as relating to human beings making up a known community. A mimeographed page containing such information relating to the Nation, State, and local community could be prepared.

A. Statistical information on geographical distribution of the foreign born.—1. Total population of the United States; your own State; your own community. 2. Total number of foreign born in the United States; the State; the community. 3. Total number of illiterates in the United States; the State; the community. 4. Outstanding nationalities in the State and community. 5. Total number of adult immigrants in school in the State and in the community.

B. Statement of the problem.—1. Large numbers of non-English speaking and illiterate adults coming from many different countries, with entirely different heritages, traditions, educational attainments, and languages. 2. Desire of these heterogeneous groups to have a common medium of communication, to become acquainted with customs, government, and laws of the new environment, and eventually to become legally affiliated with the country. 3. Problems of the adult alien educational system: (a) To provide socially minded teachers skilled in technique, rich in knowledge of racial backgrounds and adult psychology, and possessed of practical information. (b) To provide suitable and adequate subject matter in the way of textbooks, charts, leaflets, etc. (c) To furnish adequate class meeting places convenient and suitable for adults. (d) To cope with practical teaching difficulties: (1) Groups unevenly graded; (2) limited number of class periods in a year; (3) lack of time for preparation on the part of the students; (4) classes for most part held at the end of the day, when students and teachers are tired from long day's work; (5) irregular attendance.

C. Statement of aims and objectives in this type of elementary adult education.

1. General. "An aim to produce a human, social unit, trained in accordance with his capabilities to the nearest approach to complete social efficiency possible in the time allotted."

2. Specific. (a) To teach pupils to understand, speak, read, and write English; (b) to give instruction leading to these language abilities in as practical a content as possible; (c) through intelligent participation to establish standards of good citizenship.

Organization and Maintenance of Classes

A. *Grading of students on basis of*—(1) Knowledge of English; (2) previous education in native country and here; (3) native ability.

B. *Grouping of students within the grades on basis of*—Age, occupation, nationality, and sex. Grouping is dependent on number of classes, number and kinds of racial groups, and on the desires of students.

C. *Number in class*.—1. Average enrollment of 15 to 18. 2. Classes of real beginners not more than 10. 3. Citizenship and naturalization classes, 25 to 30.

D. Grading.—1. Oral tests: (a) For comprehension of spoken English; (b) for ability to speak intelligible English; (c) for comprehension of written or printed English; (d) for ability to read orally. 2. Written tests: (a) For mechanical ability to write; (b) for written composition of various kinds; (c) for comprehension of subject matter. 3. Results: (a) Discovery of those unable to speak English; (b) discovery of those with little comprehension of spoken English; (c) discovery of those of varying ability in these various language activities.

E. Resulting classes.—Economy in grading depends upon the number of pupils and the number of teachers available. If there are enough pupils in a school to form only two classes, they may be divided roughly on the basis of their ability to understand English. Where the number of pupils and teachers are larger, closer grading becomes possible. Thus, a 10-room school should be expected to have better grading than a 2 or 3 room school. In the past the practice has been to divide each class into three groups:

1. Beginners. (a) Non-English-speaking illiterates; (b) English-speaking illiterates; (c) those with a little knowledge of English, both oral and printed.

2. Intermediates. (a) Those able to speak enough of English to be understood but making frequent errors, both in form and pronunciation, with little or no difficulty in understanding spoken English, however. The following questions are suggested for use in testing intermediate pupils in spoken English: Have you attended school before? Where is your family? Why did you come to America? What kind of work do you do? Have you taken out your first papers? (b) Those able to read signs, advertisements, and such material as commonly found in first-year textbooks. (c) Those able to write from dictation simple sentences containing personal information and who are ready to attempt to express themselves in writing independently. The following are illustrations for testing intermediate pupils in written English: Write independently, answering the following questions: What is your name? Where do you live? Where do you work? When did you come to America? Have you taken out your first papers?

3. Advanced. (a) Those able to use oral and written English intelligently. (b) Those who need help in learning more of history, geography, economics, and government, in order that they may participate intelligently in the daily life of an American community.

4. Naturalization and citizenship classes. (a) Those able to speak and understand English; (b) those able to read English intelligently; (c) those able to write simple English; (d) those actually seeking naturalization papers to become American citizens.

Class Management

A. First meeting of class.—1. Win interest and confidence of pupils by: (a) Having plenty of concert work, if the class is of beginners; (b) avoiding personal criticisms; (c) allowing no embarrassing situations to arise because of too much individual work. 2. Have many emergency devices for the first lesson. Many pupils come to class the first time with little or no English vocabulary. A teacher should try to use as few words as possible other than those to be taught in the lesson at that particular session. Otherwise confusion and misunderstanding is caused in the minds of pupils. 3. Teach pupils at least one definite thing. Many of the pupils come the first night to see what it is all about, already quite convinced that they can not learn. This state of mind must be changed.

B. Teacher's manner.—1. Remember that class is made up of adults with mature experience. It is imperative to avoid patronizing attitude or praise suited to children. Constant need to remind teachers that position might be reversed, "What should I need under similar conditions?" 2. Avoid using meaningless vocabulary.

C. General teaching procedure.—1. Class teaching. Even in an ungraded class it is necessary to have some general class work to keep up the esprit de corps. 2. Group teaching. Even in an unusually well-graded class it is desirable to do a considerable amount of group teaching to accommodate different capacities and desires. 3. Individual teaching. It is always necessary to do a certain amount of individual work.

D. Class program.—Necessity of outlining class activities with time apportioned to each phase of instruction.

E. Providing work for tardy pupils and for late entrants.—A "grader" or extra teacher in a large evening school to test and assist new pupils is a great aid. It is unfair to retard regular members of a class by the tardy pupil or the late entrants.

F. Use of time before class.

G. Class participation and socialization.—1. Organization of class as a club. 2. Effort of teacher to find out what the students wish and if they are getting it.

H. Classroom routine.—1. Ventilation. 2. Seating of pupils. 3. Keeping of attendance records. 4. Skill in handing out papers, books, etc. 5. Care in putting work on blackboard, charts, etc.

Viewpoint of the Teacher

Some years ago it was generally believed that anyone could teach immigrants, but to-day this work is recognized as a highly specialized type of teaching. While it is most essential that a teacher be especially trained in methods of teaching adults, have a special

knowledge of their racial traits, characteristics, and economic life, he needs much more than this to become a genuine success in this field of work. He typifies far more than a mere teacher who stands before his class. He represents to the students America, with all its charms, aspirations, and accomplishments. Here is his challenge; he must meet it.

It is essential that the teacher have a knowledge of his pupils as individuals. He must reach the hearts of his pupils. He should strive to have a knowledge of their home life, occupations, and social activities, and should be tolerant toward their traditions, ideals, and standards. He should share as a friend in their troubles and joys and should be ready to take them into the highways and byways of education and life. He will then be able better to help them in their adjustment to community life. The successful teacher of these classes will enjoy the real respect and love of his students. He will draw them closer to the school, and he will be the means of establishing desirable habits and traits in the coming citizens of his country. He will thus render a truly patriotic service.

Help That a Teacher May Expect from a Supervisor

Classwork for the foreign born is strengthened by constructive supervision. The term of the evening school is short, and the majority of the evening-school teachers have, as their main work, the teaching of children in the day schools. The teachers need assistance to improve their methods of instruction for adults. The voluntary attendance of the students is an added challenge to the teacher's best efforts. A supervisor may be helpful by holding:

A. Teachers' meetings on (1) school management; (2) professional attitude; (3) methods of instruction.

B. Grade meetings. Demonstration lessons of pupils followed by discussion between supervisor and teachers.

C. Individual conferences. Exchange of experiences and confidences—helpful to both supervisor and teachers.

Many difficult problems can be met, discussed, and conclusions drawn through well-planned teachers' meetings.

Helpful grade meetings with demonstrations of good instruction, followed by discussion, constitute one of the best ways to give help to the teachers that the supervisor is striving to assist.

In spite of all the assistance which may be given through well-organized teachers' meetings, probably there is nothing which is quite so constructive as the individual conference between supervisor and teacher. Here is the opportunity for frank and open-minded exchange of opinion. Here the teacher may cast aside fear of criticism and honestly make a heart-to-heart exchange with the super-

visor. The teacher should look to the supervisor as a helper and friend to whom he may come with an open mind and heart for help, encouragement, and fair play.

A supervisor must be perfectly fitted to meet this challenge. He must be a keen student and know the latest research in his field of work. He must be a good teacher and be ready to step in and give demonstration lessons if necessity calls for it. He should constantly prepare himself to be still better equipped in his work by taking advantage of the many opportunities offered in cultural and educational courses.

As well as possessing all these qualifications the good supervisor must be cheerful and sympathetic.

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CHAPTER V

Methods of Teaching Beginners

Language Teaching

A. Direct.—(Foreign tongue used to express directly without use of native language, the precepts, images, and concepts presented to pupils' minds.) Analytic approach to direct method: (a) Sentence, a larger language unit used as the starting point. (b) Emphasis on idiomatic, everyday expressions and conversation, and not on separate letters and words and grammatical structure.

B. Indirect.—(Native language used as a medium of instruction and foreign equivalents of words, phrases, and sentences given to pupils.)

C. Brief mention and discussion of other common terms used as approach to either direct or indirect method.—1. Practical. 2. Visual or objective. 3. Dramatic. 4. Laboratory. 5. Factory. 6. Text-books. 7. Elective.

Teaching Procedure for Class Activities

Atms

1. To teach pupils to speak fluently in English about everyday experiences.
2. To teach pupils to read and understand simple English on practical subjects.
3. To teach pupils to write the simplest facts of identification and personal history from memory, to copy themes, and to write short sentences from dictation.
4. To make a beginning in the teaching of an understanding and appreciation of the ideals, the principles, and the habits of good American citizenship.

Conversation

1. *Choice of subject matter for conversation.*—Beginners' English should be simple and confined to greetings, identifications, directions, descriptions of rooms and furnishings, pictures, objects, parts of the body, clothing, simple themes on practical everyday interests of the home, work, and community.
2. *Time allotment in program.*—In the elementary groups a large proportion of the evening should be given to conversation.
3. *Activity of pupils.*—(a) Teacher must get each pupil to talk. (b) Frequently full sentences for sake of drill in construction and vocabulary insisted on; for quicker and more informal work in review or drill, single words or phrases permissible. (c) Occasional concert work for quick practice for all pupils; means of giving confidence to the timid; danger of overdoing; quick observation on part of teacher necessary to detect those not taking part and those making mistakes. (d) Need of systematic effort toward acquirement of a definite, practical vocabulary, using authoritative word lists, and keeping a record of vocabulary in pupils' notebooks.

NOTE.—A demonstration lesson for pupil-teachers to show the means of developing conversation might be given in a foreign language, one unfamiliar to the pupil-teachers, if possible. A second means of demonstration is to use English, but to develop work as if pupils in class were unfamiliar with English. It is desirable to have in demonstration lesson helpful illustrative material, flash cards, pictures, objects, etc.

Reading

1. *Coordination with conversation.*—Conversation and reading are carried on together as supplementary activities and not as separate units.

Teaching Conversation and Reading of a Simple Theme to a Class of Beginners

Opening the window.—I stand. I walk to the window. I take hold of the window. I open the window.

1. The teacher repeats the simple sentence as an unknown whole unit.
2. Teacher dramatizes or objectifies each sentence so that pupils will "hear and understand."
3. Teacher repeats the sentence as a known whole unit.
4. Class dramatizes and repeats the sentence in concert and individually.
5. Each sentence developed in the same manner.
6. Teacher dramatizes sentence, repeats orally, and writes or prints sentences on the board.
7. Class visualizes the written symbols and reads.
8. Class then writes the theme from the board.
9. Frequently review by carefully planned devices and drills.

Writing

1. *Amount and kind.*—This depends largely on the group. Special writing lessons for penmanship not desirable. Legible formation of letters, punctuation marks, capitalization, and good spelling are the chief factors.

2. *Material for training.*—(a) Names and other identifying materials. (b) Bill forms, blank checks, post-office material, naturalization blanks, etc. (c) Advertisements, notices, telegrams, simple business letters, as application for work, notice to post-office about change of address, ordering goods, application for auto licenses, letter of complaint, letter of excuse for children absent from school, correction of errors, practice in language forms, etc.

3. *Notebooks.*—(a) Invaluable for preserving carefully written and identifying material, properly filled-out blanks, model letters, etc. (b) Stimulating to pupils in showing progress. (c) Helpful to principal, supervisor, and teacher in following the progress of class.

Phonics

1. *Aims.*—To correct wrong pronunciation, to help in pronunciation of new words, and assist in the correction of spelling.

2. Methods.—(a) List words containing same phonetic sounds as: (1) Wake, wash, ways, away, warm, awake, water, etc. "W" (tendency to pronounce as "v," "vife" for "wife"). (2) Thing, ring, sing, going, playing, moving, etc. "Ng" (tendency to add "k," "think" for "thing"; or, to add a hard "g," as in "singg" for "sing"). (b) Take time to show students how the sounds are reproduced by the vocal organs by the position of the jaws, tongue, lips, etc. (c) Then drill on the words, working for proper pronunciation.

Spelling

1. Aim.—To aid pupils to learn to spell those words which they will use most frequently in the writing which they will do at school and at home.

2. Method.—(a) Teacher and pupils should study the words together, giving careful attention to the form, pronunciation, and meaning of the words. This should be followed by oral and written dictation. (b) Keep words frequently misspelled constantly on the blackboard in their correct spelling. Colored chalk may be used to call attention to the part needing special study.

Language

1. Aims.—To teach language forms as used in the spoken and written language of everyday needs.

2. Method.—Teach by use. Avoid definitions or rules; grammar, as such is not taught.

3. Suggested material.—(a) Singular and plural nouns and pronouns. (b) Tenses of verbs, gradually introduced. (c) Common prepositions. (d) Most commonly used forms of important irregular verbs. (e) Capitalization, most necessary information. (f) Punctuation, a few common usages. (g) Correction of common errors. (h) Original sentences. (i) Filling out incomplete and elliptical sentences.

Typical Evening's Program

Time	Subject
10 minutes	Greetings and informal conversation.
15 minutes	Review of previous evening's work.
25 minutes	Oral development of the theme.
10 minutes	Recess.
20-30 minutes	Reading from board and books.
15-20 minutes	Writing.
10 minutes	Spelling.
5 minutes	Phonics.
10 minutes	Closing—memory work; singing; social conversation.

CHAPTER VI

Intermediate Classes

Intermediate students are those who have completed the work for beginners and who are able to speak simple English and understand it when they are addressed by others.

*Teaching Procedure for Classroom Activities**Aims*

1. To encourage students to talk more freely about a wide range of subjects so as to increase their vocabulary. To help students to read for their own information and enjoyment, thus encouraging use of library contacts.
2. To give students a wider and broader knowledge of America, its history, social and industrial life, and its ideals for citizens.
3. To encourage students to express their thoughts in writing and to enable them to do this in simple and nearly complete English.

Conversation

1. *Choice of subjects for conversation and reading.*—(a) Lessons in community civics, history, current events, and other topics of vital interest to the class can be used to encourage conversation and to carry out reading aims. (b) Lessons should always be practical and developed from the needs, activities, and interests of the students. (c) Teacher is expected to select topics that meet needs of the class; then to refer to textbooks and find the lessons that actually supplement these topics. No one textbook will fully supply the demands of any one group.

2. *Time allotment in program.*—(a) A generous part of the time allowance should be given to oral English. (b) Every session should have a definite period for discussing the subject matter, preceding the reading. (c) There should also be a conversation period during each lesson in which pupils will have an opportunity to talk informally on a topic of immediate interest to the class and the teacher without having any relation to the reading text.

Reading

1. The new ideas found in reading lessons should be thoroughly discussed with the students and the new words carefully developed in the oral periods.
2. A silent reading period should immediately follow the oral development in an intermediate class. This gives the student an opportunity to meet the new words in the lesson, and it assists him in

phrasing and reading to get the thought rather than repeat a list of words that are meaningless to him.

3. Pupils who have completed the first 25 lessons should be able to pass this simple test:

(a) Ask pupils to read silently this paragraph:

Mr. Sousa is a machinist and earns \$40 a week. He has lived in this country nearly five years. He and his wife were born in Portugal. Mrs. Sousa always buys the food for the family of five. She spends about \$12 each week for groceries and meats. The Sousas own their own home and have just finished paying for it. To do this, they have saved some money each week.

(b) The pupil will answer these questions in writing: How does Mr. Sousa earn \$40 each week? When did Mr. Sousa come to this country? What did Mrs. Sousa buy? How do they use their savings?

(c) Ask each pupil to read aloud these questions and answer them orally: What costs \$12 each week? How many are there in the Sousa family? From what country did the Sousas come?

4. Pupils who have completed at least 50 lessons should be able to pass the following test: (a) Ask the pupils to read silently:

America is a busy country and honors all workers. Joseph Marillo is a skilled workman who is loyal to his employer. He has furnished a fine little home in the country for his mother and sister who have just arrived in America. Last week he was elected president of his club. He will work for the good of all the members. The officers recommend that all members who do not understand English attend the public evening school.

(b) The pupils will answer these questions in writing: What kind of employee is Joseph Marillo? Has he furnished a home for his mother and sister? When did they arrive in America? What will he do as president of his club? What do the officers of the club recommend?

5. In order to be sure that the student gets the thought in the silent reading the teacher should use various devices in the testing:

(a) Question and answer method. (b) Oral reproduction by students. (c) Dramatic or dialogue reading if the lesson offers opportunity for this. (d) Simple written reproduction of what was read.

6. Too much time is often spent on oral reading; however, this practice brings out mistakes in pronunciation, enunciation, phrasing, and expression.

7. Teacher should encourage students to read with some degree of fluency and should read to the class occasionally.

Writing

1. Teach students to: (a) Express their thoughts in simple but correct English. Successful written work depends upon the thoughtfulness of oral development. (b) Write answers to questions on blackboard. (c) Write original sentences from lists of words. (d)

Write from dictation. This helps students to master words, increases their confidence, and improves their spelling. (e) Write simple reproductions. (f) Write letters. (g) Write short original stories on familiar subjects. (h) Complete, in writing, elliptical sentences.

2. *Devices.*—(a) Constant use of blackboard by both teacher and pupils. (b) Notebooks containing model lessons as well as other material. Pictures add greatly to the looks of a notebook.

Phonics

1. *Aims and methods.* (Same as stated in work for beginners.)

2. *Caution in teaching phonics.*—Do not overemphasize distinctions of sounds. Even college-trained persons retain a foreign accent when they have learned our language. Nationalities differ in the degree of difficulty in acquiring certain phonetic sounds.

Spelling

1. *Aims and methods.* (Same as stated in work for beginners.)

2. *Helpful suggestions.*—(a) For many pupils spelling is hard; but spelling is mechanical and may be perfected by careful attention and much practice. (b) Small notebooks for spelling are very helpful. Part may be used for writing the words as dictated and the other part for new words which proved especially difficult for the pupil.

Language

1. *Aim.*—To teach language forms as used in spoken and written English of everyday.

2. *Practical suggestions.*—(a) As students learn nouns, pronouns, adjectives, and adverbs in the regular development of the reading lessons, they will be able to make longer and better sentences. (b) Oral language and written work are very closely correlated. (c) Any good intermediate class should learn the parts of speech, kinds of sentences, kinds and number of nouns, have drills on abbreviations, and drills in punctuation.

Typical Evening's Program

Time	Subject
15 minutes.....	Oral review.
15 minutes.....	Vocabulary development.
20 minutes.....	Silent reading—following suggested questions or outline.
5 minutes.....	Recess.
20 minutes.....	Oral reading.
25 minutes.....	Language.
10 minutes.....	Spelling.
10 minutes.....	Phonics.
10 minutes.....	Closing—clearing-house period.

CHAPTER VII

Advanced Classes

The enrollment of foreign-born men and women in advanced classes has increased remarkably during the past two years and this growth will undoubtedly continue as the work improves.

Advanced classes are usually composed of ambitious and persistent men and women who have much ability and fine talent. The teacher of this type of class should do more than leave his students at the threshold when they have completed the year's work. He has a wonderful chance to launch them on their first step toward a fuller, broader education.

In the beginning and intermediate classes, much time in reading is spent on pronunciation, enunciation, getting the meaning of words, and in reading for mere content. In advanced courses there should be opportunity for students to go deeper, and to begin the study of literature that they may have a broader vision and a deeper spiritual enjoyment of life.

Qualifications for Advanced Classes

Students admitted to the advanced classes should have completed the intermediate course or its equivalent, and should be able to accomplish the following:

- (1) Give in their own words the content of articles they have read, such as selections from the latter part of "Everyday Civics," by Finch, or "The United States: Its History and Government," by Howard and Brown, or some similar reading assignment.
- (2) Read books of intermediate grade correctly and with understanding, or current events from newspapers and magazines.
- (3) Write a simple business or personal letter.

Teaching Procedures for Classroom Activities

A. *Aims.*—The general aims of the advanced course are to create in the student—

1. Ability to use English. To give vivid and accurate descriptions, to narrate, to explain clearly and directly, in both written and oral composition.
2. Ability to read more rapidly and understandingly subject matter of interest and to enjoy English literature.
3. Ability, through reading and discussion, to (a) increase knowledge and understanding; (b) prepare for intelligent citizenship, if desired.
4. A desire for higher education along all lines.

B. Suggestions on methods of teaching.—1. History, geography, civics, economics, literature, and similar subjects.

The objectives in advanced classes differ from those for beginners and those a little more advanced. The instructor will do less teaching and the members of the class will take a larger part. The formal recitation will be less evident, and purposeful conversation will be more in evidence.

It is in advanced classes that the teacher has his supreme opportunity for that kind of unobtrusive leadership which awakens in the members of the class a desire to explore fields of knowledge. The teacher is ever on the watch to develop self-assignments by members of the class that are wise and timely.

Drill on fundamentals so as to give skill and power in the use of the tool subjects still has an important place. Much time is wisely used in acquainting the student with the best sources of information.

There is little need for special methods for the foreign born, as methods found to be effective in any English-speaking adult class will be found effective here. Adroit teachers advise that the instructor should seem to forget that the members of the class are foreign born. Many of the foreign born are well educated, and in the advanced classes they have so mastered English that they can make real contributions to the class work.

2. Arithmetic. Many students feel a practical need of a working knowledge of arithmetic. This will not be required by all the members of the group. It should, however, have its place in the plan of work for advanced groups considering: (a) Budgeting of incomes. (b) Computing of time and wages. (c) Banking (depositing, withdrawing, rate of interest, etc.) (d) Ordering from catalogue.

3. Current events. The study of current events in an advanced class is of special importance because: (a) It will encourage the use of American newspapers. (b) The pupils will become acquainted with the real happenings of the day through the wholesome guidance of the teachers. (c) Both of the foregoing factors will prepare and eventually lead the pupil to intelligent sources for future reading.

4. Dictionary work. Pupils should be given facilities to use the dictionary as an aid in learning. Spelling should be based on dictionary work.

5. Field trips. Pupils in advanced classes should become familiar with the public buildings or buildings of interest in their city or town. Every local community has its own interests, and the teacher should aim to make his pupils familiar with these. Teachers, when the occasion and circumstances permit, should consider taking pupils in advanced classes to concerts, moving pictures, or public meetings

that are of interest to the people in the community. These trips should serve as excellent material for discussion and written work in the next regular session of the class.

Division of Time in Progress of Work

Sixty minutes: Develop objectives through subject matter in geography, history, civics, current events, economics, etc.

Sixty minutes: Left to the discretion of the teacher for other subjects, such as written work, field trips, arithmetic, dictionary work, etc.

CHAPTER VIII

Naturalization and Citizenship Classes

Immigration

- A. Statistics on immigration up to present time.¹
- B. Review of immigration laws.
- C. Discussion of immigration laws.
- D. General comparison between immigrants of 10 years ago and to-day as to (1) literacy; (2) skill in occupations; (3) age; and (4) economic well-being.

Naturalization

Teachers should not be expected to be able to give expert advice in all phases of naturalization and immigration, but should be ready to inform the student regarding the source of information.

The United States Bureau of Naturalization can supply, on request, information which will give the simple steps in the procedure of naturalization. Forms 14-2327, 4L, 15-L-4113 will give such information and can be obtained by writing to the United States Commissioner of Naturalization, Washington, D. C.

Qualifications for Citizenship Classes

In order to have men and women ready to participate intelligently in their privileges and duties as naturalized citizens it is essential that the following standards of qualifications be required for entrance to a citizenship class: (a) Ability to speak and understand English; (b) ability to read simple English intelligently; (c) ability to write simple English; (d) intention to become citizens.

¹This information may be had from the U. S. Department of Labor, Washington, D. C.

Aims

The student who enters a citizenship class usually has a very definite purpose in mind. He is, as a rule, a candidate for naturalization; and his chief aim is to prepare for the educational examination given by the naturalization examiner. The teacher, appreciating this, must not only capitalize his aim, but must also take this opportunity to make the instruction an analysis by both teacher and student which will lead to an intelligent understanding of the meaning and functioning of our American democracy. To this end we should aim to set up our course with a determination to lead the students to a comprehensive understanding of (a) what our democracy is; (b) how it came to be; and (c) how it works and serves. The coming citizen should have a chance to express his point of view and to be enlightened concerning the problems of our democracy. The following may be considered as aims in these classes:

- A. To show the functioning of our American democracy.
- B. To trace the growth of our American democracy.
- C. To teach facts of history and government which will have some bearing on good American citizenship.
- D. To teach American ideals, principles, and points of view.
- E. To prepare the class to pass an educational examination given by the naturalization examiner.
- F. To prepare the coming citizen for an intelligent participation in governmental affairs.

Objections for Consideration

A. Political problem.—1. Organization of our Government; lessons on town, city, State, and National Government. 2. Political parties in America.

B. Industrial problems.—1. How to become adjusted in work so as to render the best service to self and community.

NOTE.—A well-organized evening school can often conduct an employment bureau. Members of the class who know of positions can give information concerning them to the person in charge. A list of these positions can be put on the blackboard. Every evening the names of positions filled can be erased and notices of new ones added. In this way members of evening-school classes often find employment.

2. Consideration and discussion of the problem of labor and capital.

3. Working conditions in America compared with those in European countries.

C. Service.—Kinds of service rendered by town, city, State, and Nation to citizens through (a) protection of life and property; (b) free education; and (c) protection of health.

D. Historical review.—1. The beginnings of American democracy. 2. How liberty was established in America. 3. How the American people fought for liberty and won it. 4. How the United States became a strong republic. 5. How the young Nation won its freedom on the high seas. 6. How great men and women carried the spirit of liberty and equality into the great West. 7. How the Civil War was fought and liberty preserved. 8. How the United States helps weak peoples. 9. How democracy has spread to other lands and other peoples.

E. Consideration of topics to lead to the intelligent analysis of the meaning of democracy.—1. Functions of our American Government. 2. Qualities every citizen should develop in order to make our democracy true and lasting. 3. Dangers and difficulties of our American democracy. 4. New citizen's part in making this a true and lasting democracy.

Teaching Procedure for Classroom Activities

Type Lesson

Subject: The beginnings of American democracy. (Discovery and early settlements.)

A. Teaching the lesson.—1. Introduction: (a) Review and current events; (b) through conversation work up such questions as the following and write them on the blackboard: (1) Who discovered America? (2) How did America get its name? Was any injustice to Columbus intended? (3) From what countries of Europe did the first immigrants come? (4) Why did these people come to America? (5) Where did they settle? (6) Compare the immigrants of to-day with the early immigrants as to countries, races, reasons for coming, and places of settlement. 2. Study.

NOTE.—Advanced students should be stimulated to use the public library. Guided by the teacher, the student might read one of the following texts for the purpose of answering questions:

TEXTS FOR STUDENTS

- Moley, Raymond, and Cook, Huldah F. *Lessons in Democracy*. New York, The Macmillan Co. p. 13-17.
- Webster, Hanson Hart. *Americanization and Citizenship*. Boston, Houghton Mifflin Co. p. 72-74.
- Sharpe, M. F. *Plain Facts for Future Citizens*. New York, American Book Co. p. 156-159.
- O'Brien, Sara R. *English for Foreigners*. Boston, Houghton Mifflin Co., 1909 Book 2, p. 12-16.
- O'Toole, Rose M. *Practical English for New Americans*. Advanced series. New York, D. C. Heath & Co. p. 151-152; 205-231.
- Goldberger, H. H. *America for Coming Citizens*. New York, Charles Scribner's Sons. Chapters 1 and 2.

3. Discussion. Students and teacher should talk over the lesson together, the teacher guiding and directing when necessary; encouraging all to take part, and especially to give their own ideas.

4. Observations. (a) Columbus is a great man in history because he was courageous and because he never gave up. (b) Many races of people make up the American Nation. (c) Every American is an immigrant or a descendant of an immigrant. (d) The first immigrants to what is now the United States came from Spain, France, and England. Most of these came from England. Later many came from Ireland, Scotland, Scandinavia, Germany, Holland, Italy, Russia, Greece, and other countries. (e) Why the people came: (1) Some came to enjoy adventure and get gold. (2) Thousands came because of their desire for religious and political freedom. (3) The greatest number came to escape the poverty of their native lands, to find business opportunities in fur and tobacco trading, lumbering, fishing, etc.; also to work for better homes for themselves and their children. Most of the immigrants of to-day come for similar reasons. (f) Many of the immigrants now coming from the east and south of Europe do not know our language. This prevents their understanding our customs, our business methods, and our Government.

B. Questions for students' notebooks.—1. Who discovered America? 2. Are all Americans immigrants? (All Americans except Indians are immigrants or descendants of immigrants.) 3. Why have so many immigrants come to America? (Chiefly to improve their conditions, but also to secure freedom of religion and government.) 4. Why should all immigrants learn English? (So that they may understand our laws and institutions and become better Americans.)

C. References for teachers and advanced students.—(1) History of the American people. Beard and Bagley. New York, Macmillan Co. Ch. 2, pp. 20-38; ch. 4, pp. 66-75. (2) School history of the United States. Hart. New York, American Book Co. Pp. 43 and 44.

D. Readings by teacher (inspirational).—"Columbus," by Joaquin Miller.

<i>Time</i>	<i>Program</i>	<i>Subject</i>
15 minutes	Review and current events.	
15 minutes	Developing questions around the subject for the evening's work.	
20 minutes	Study to find answers to the questions.	
25 minutes	Discussion.	
5 minutes	Recess.	
15 minutes	Conclusions—as to what has been learned from the lesson and how it is to be applied in everyday living.	
20 minutes	Written work.	
10 minutes	Inspirational reading.	

Outside Activities

- A. Visits to police and fire departments, library, etc.
- B. Talk and discussion by public-spirited town and city officials.
- C. Speakers from State or Nation.
- D. Opportunities for radio lectures on immigration, naturalization, citizenship, or other subjects of interest.

CHAPTER IX

Special Aids to Teachers of Immigrant Classes

Notebooks

A. Subject matter in teacher's notebook: 1. Lesson plans, for each evening containing subject and date of lesson; vocabulary taught; spelling words; phonetic drill; subject of theme, topic, or reading lesson; illustrative material and devices used. 2. List of words showing entire vocabulary taught; with emphasis on new words introduced in each lesson; a brief outline showing language forms stressed. 3. Comments on characteristics of various textbooks and supplementary readers. 4. List of quotations, proverbs, etc., used for "memory gems." 5. Material for dictation exercise. 6. Comments on progress of class; individual needs; successful devices.

B. Emphasize importance of student's notebook. The students have special pride in their notebooks, which should be promoted as special projects. Subject matter in student's notebook: 1. Work developed in oral period and copied from blackboard. 2. Memory gems and other supplementary material given on blackboard. 3. Complete list of spelling words learned. 4. List of the new words given in each lesson to serve as a basis for frequent vocabulary review and drill. 5. Specimens of model business letters, advertisements, application forms, and properly filled out blanks; also information on hygiene, civics, arithmetic, and geography. 6. Notebooks may be illustrated by suitable pictures cut from magazines or by small prints like Perry pictures. Lessons should be dated; improvement noted is often a great stimulus both to teacher and student. A number of good notebooks of teachers and students should be shown in detail to the class and discussed.

Illustrative Material

A. Importance. In the work with older students, mentally untrained and worn-out from a day's work, pictures, objects, etc., are

especially valuable; direct method of teaching language is dependent in large measure on varied illustrative material. Planning and securing material is a part of the preparation of a good teacher.

B. Kinds. 1. Maps, charts, globe, etc. 2. Time-tables, menus, signs, advertising material, newspapers, magazines, mail orders, catalogues, and post-office and bank material. 3. Pictures, particularly clear and well defined. 4. Objects, such as dishes, samples of cloth, dolls' furniture, etc., as need arises. 5. Flash or perception cards containing letters, phonograms, words, and sentences. 6. Slides to be shown with stereopticon, etc.

Devices

A. Importance. Particularly important in drill and review; necessary to vary the presentation of subject in order to retain attention of pupil.

B. Kinds. 1. Dramatization. 2. Impersonation of different characters by pupils. 3. Competitive exercises. 4. Keep in mind that these are classes of adults and select only suitable exercises.

Suggestions for drills and devices for beginners and intermediate grades

Drills for beginners' classes—Flash cards

(a) *Simple word alone.*—Teacher holds up or flashes card with word written on it. Class pronounces word.

(b) *Simple words with sentence.*—Teacher flashes card bearing, for example, the word "school." Pupil gives sentence, as, "I go to school."

(c) *Game of cards.*—Teacher deals four small cards face down to each pupil. First pupil turns up a card and uses the word on it in a sentence. If he can not form a sentence he forfeits that card to the next pupil. Thus the first pupil has three cards and the second pupil five. At the end of the game the pupil who has the most cards wins.

(d) *Directions written on cards.*—Directions such as "Please open the door" are written on cards. The pupils read and carry out directions.

(e) *Questions written on cards.*—Questions such as "Where do you live?" are flashed before the pupils who are expected to read and answer in sentences.

(f) *Theme title written on card.*—A title, such as "I write a letter," is flashed. Pupils reconstruct the theme from memory, sentence by sentence. At first the teacher may need to give considerable help. This drill is most successful if used regularly.

(g) *Signs*.—Signs, such as "Danger," "No trespassing," "Stop, Look, Listen," "Schoolhouse ahead," etc., are flashed. Pupils tell where they have seen these signs.

Drills for Intermediate Classes

(a) *Column Drill*

take	ink
pen	take
ink	write
write	pen

(NOTE.—The words are the same in each column, but the order is different.)

Two pupils go to the board with pointers. The teacher says "Take." Each pupil tries to find "take" first in his column. These columns can be much longer. Excitement can be worked up by keeping score of the work of the two participators.

(b) *Alphabet drill*.—A—America, apple, around, etc. B—Book, boat, boy, etc. This drill is especially good for busy work. Limit the pupils to a few minutes and see how many words they can write beginning with a given letter.

(c) *Ladder drill*.—Place a few nouns on the board, as hat, coat, house, book. Tell pupils they must devise a short ladder, of one or two rungs, for each group of words, as—

new spring hat
warm winter coat
small new house
school book

On the blackboard the illustration would look something like this—

hat
spring
new

(d) *Spelling match*.—The spelling-match idea may be used in a variety of ways. Divide the class and let the leader of *A Section* read a short paragraph. The leader of *B Section* then tells with a closed book what *A Section's* leader had just read. The teacher may wish to review words in the spelling match. In this case the pupils spell the words. As one pupil fails he has to take his seat. The test is to see who can stand the longest.

(e) *Post-office game*.—The teacher acts as postman. She places a number of letters on the blackboard tray. Pupils take letters addressed to them. In each case the teacher has written the letter to correct some difficulty of the pupils; for instance, Mrs. B. has difficulty with the "W" sound. She can not pronounce such words as who, when, why, etc. Her letter reads:

DEAR MRS. B.:

I wonder if you have recovered from your "w" trouble. Please read the following to all of us: William went away whistling down the winding walk. And now before you sit down will you please ask the class if they noticed improvement?

Sincerely yours,

(f) *Going somewhere game.*—This game is to promote the asking and answering of questions. The teacher chooses some one to start, and he is "It." "It" says, "I am going to Europe" (or any other place he may name). Each pupil asks "It" questions based on his supposed journey, such as, "What boat will you take?" "How long will you stay?", etc.

(g) *Summary of theme.*—Teacher and pupils together make a brief outline of the theme. This summary might contain five or six sentences. The teacher places this on the board. After a little study the pupils take it as a dictation exercise. This work is especially valuable because (1) it helps the pupil to remember the theme story; (2) it helps the pupil to choose the important points of the summary; (3) it gives drill in writing and spelling.

Miscellaneous Suggestions

A. *Mixed class program.*—So often in classes of adults, as already stated, students are at different degrees of advancement. In this case it is necessary to have one class at work while the other class is doing oral work. A workable program for a group of this type is suggested.

Program for a Mixed Class

Time	Beginners	Intermediate
10 minutes	Open period	Open period.
15 minutes	Oral development	Writing.
10 minutes	Study reading	Oral development.
10 minutes	Oral reading	Study reading.
15 minutes	Writing	Oral reading.
5 minutes	Rest	Rest.
10 minutes	Phonics (5 minutes)	Phonics (5 minutes).
10 minutes	Study spelling	Oral spelling.
5 minutes	Written spelling	Written spelling.
10 minutes	Oral language	Written language.
15 minutes	Written language	Oral language.
5 minutes	Closing	Closing.

B. *Graduation programs.*—Recognition of the completion of each term's work should be noted. These men and women appreciate and

cherish an award in the way of a certificate or diploma of some kind from the local school department or State department of education. A simple program where friends and American people will be welcome is often arranged by the supervisor or teacher. While these programs do not need to be elaborate, they should be very carefully planned and executed. Below is a sample program:

Sample Program

Orchestra.....	Junior high-school orchestra.
Procession.....	By the Americanization pupils.
Escort of the flags.....	By post of American Legion.
Star-Spangled Banner.....	Audience.
Salute to the flag.....	Audience.
Address of welcome.....	Vice chairman of the school committee.
Solos.....	Two members of the class.
Address: "Citizenship".....	State supervisor of adult alien education
Songs.....	Russian group.
Why I enjoyed my trip to Washington or State capital.....	By a pupil.
Presentation of State certificates.....	Chairman of the school committee.
Presentation of flags to graduates.....	D. A. R. chapter.
Solo.....	Member of the class.
America.....	All.
Exit march.....	

C. Aids and helps for socializing adult classes.—1. The school as an Americanization center: (a) Provision of opportunities for the performance of social activities; (b) opportunities for friendly democratic community mingling of native and foreign born. 2. Utilization of the prominent social instincts of the immigrant. 3. Varieties of activities possible in school buildings: (a) Classroom: (1) Class and solo singing of foreign and American songs; (2) recitations in foreign languages and in English; (3) exhibits of drawing, painting, handicraft, etc., done out of school; (b) in the assembly hall: (1) Lectures in English (health, sanitation, work of various departments of the Government, etc.); (2) illustrated historical and geographical talks; (3) motion pictures; (4) vocal and instrumental concerts; (5) social dancing (properly supervised); (6) costume parties (exhibitions of the native dress costume of the students).

D. Advanced classes.—The advanced classes often act as hosts at an annual party given to members of all classes in the school building. The invitations, arrangements for music, and all details are handled directly by these competent students, and the party can prove the social event of the school year.

CHAPTER X

Factory Classes

It has been found that many immigrants employed in industry, who will not attend evening school classes for one reason or another, can be reached through classes set up in the various mills. As a result of this, thousands of immigrant men and women are taught regularly. The classes are neither a substitute nor an equivalent for the evening schools. They are, however, a valuable introduction to school habits. Students who have been reached by factory classes are constantly entering evening schools.

Purpose of Factory Classes

- A. To promote efficiency of employees.
- B. To decrease number of accidents.
- C. To reduce labor turnover.
- D. To bring American life and customs closer to the employees.
- E. To create a better understanding between employer and employee.

Organization

- A. Suitable classroom with proper equipment.
- B. Time of classes: 1. Advantages and disadvantages of company time. 2. Noon classes. 3. Late afternoon classes.
- C. Need of trained teacher and well considered methods of teaching, due to short period.

Cooperation of Schools and Factory

A. *Schools*.—1. Provide funds for skilled directors and teachers.
2. Provide suitable text material and practical courses of study at any time and anywhere to meet the requirements of the class organized in the factory.

B. *Industries*.—Find number of aliens in the industry who need help in speaking, reading, writing, and preparation for citizenship.
2. Recruit employees often with the assistance of a school representative.
3. Provide satisfactory schoolroom equipment.
4. Establish an efficient follow-up of absentees.
5. Arrange occasional socials, graduation, etc., bringing employer and employee to a better understanding and closer cooperation.

Interesting information may be gathered by writing to the State departments of education where large industrial cities are conducting factory classes.

The following quotation was taken from an editorial in one State where there are many factory classes: "When an industry will undertake such a program in a serious way, devoting time and talent to organizing and executing a program among its employees, then that industry is contributing valuable work to the general public welfare."

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CHAPTER XI

Women's Classes

In practically every city where work with adult immigrants is well organized classes for immigrant women constitute a very important factor. These classes meet a great need. The day schools offer all kinds of opportunities for the children of immigrant families to learn English and understand the customs of American life. Evening schools and factory classes offer these same privileges to foreign-born men and women who can attend them; but with the heavy home responsibility of many immigrant women it is usually impossible for them to take advantage of these classes in any large numbers. In such cases classes are often organized in the homes of the foreign born.

Home Classes

In every community where evening schools are held there are mothers who are unable to attend because they can not leave their children. They are given lessons in their homes, gathering in groups when possible. The methods used in teaching the elementary-school subjects are the same as those with the evening-school groups.

In addition to these subjects it is well to have demonstration lessons in nutrition and in home management.

The attendance is usually excellent and sure progress is made by these groups in becoming wiser mothers, more intelligent citizens, and happier women.

The home environment furnishes the best possible material for the study of English. Home furnishings, cooking, sewing, cleaning, care of the children, and health are only a few suggestions that illustrate the type of lesson which the teacher presents for discussion and reading.

Aims

A. To teach the woman to speak, read, and write English and to prepare for citizenship.

B. To familiarize her with customs and adjustments necessary to American life, that she may keep up with her children as they adopt American standards.

C. To assist her in the process of becoming an intelligent citizen.

D. To give her opportunity to contribute to America all which she has to offer that is fine and cultural.

Attendance.

Organize groups of six, eight, or ten women living in the same block or neighborhood into classes to meet in their homes. Such classes are conducive to warm, friendly relationship between teacher and students and usually result in satisfactory attendance and accomplishment.

CHAPTER XII

Other Type Classes

A school department can feel justified in conducting classes in racial clubs for a few terms, because of the value of establishing contacts with a large number of immigrants who have not been reached by the evening schools. Experience has shown, however, that a great many of the students who make their first contacts with the American public-school system in their racial clubrooms soon

transfer to the local evening schools and continue their studies through to the advanced classes and often to higher education. Apart from the benefits by the members who attend schools, the isolated immigrant group is obviously benefited by the contact with one or more teachers who represent the best type of American citizenship. Frequently the teachers are the only Americans who ever enter the immigrant clubroom.

To meet requests, classes are often held in churches, settlement houses, Young Men's Christian Associations, Young Women's Christian Associations, American Legion headquarters, and other centers. The Americanization teacher usually is ready to go anywhere any time there is a request on the part of a club of adult immigrants to be taught to speak, read, and write English and to prepare for intelligent citizenship.

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Part II.—Helps for Teachers of Native Adult Illiterates

Introduction

The opportunity to learn to read and write should be given to every American.

The suggestions which follow are made with the hope of setting up (1) definite aims; (2) means for attaining these aims which have been tested in actual experience; and (3) checks for discovering whether or not the aims have been attained.

CHAPTER XIII

Literacy Movement in America

A. Definition of "illiterate."—(1) According to the Federal census standard, an illiterate is a person 10 years of age, or older, who admits he can not write. (2) According to the Army standard, an illiterate is a person who can not write his own letters and read the newspaper. (3) From a practical point of view an illiterate is one who is unable to read and write simple English understandingly.

B. Percentage of illiteracy in the United States in 1870 and in 1920, according to the census standard:

	1870 Per cent	1920 Per cent
Native white.....	13.1	4.0
Negro	82.0	22.3

Causes of Illiteracy

A. The natural condition of illiteracy before and after the Revolutionary period because of the dearth of educational facilities, 1790-1800.

B. Rapid growth of the Nation, with natural retardation of cultural and educational development, 1800-1861.

C. The pre-Civil War westward expansion affecting white illiteracy in the succeeding generation, with industrial and agricultural condition fostering illiteracy in the South.

D. The Nation becoming regional in its cultural conditions according to the areas occupied by agricultural, mining, frontier, and manufacturing and industrial conditions.

Present Status of Illiteracy in County and State

A. Per cent of illiteracy. (The teacher should find out, from census reports, the percentage of illiteracy in his county and State.)

B. Legislation. (Determine what laws have been enacted to provide for and to finance schools for adults.)

C. Administration. (Study plan for organization and supervision of schools for adults.)

D. Program and curriculum.

F. Teacher training. (Facilities offered by State for training teachers of native illiterates.)

G. Plant and facilities.

Types in Group

A. Native white—rural.

B. Native white—industrial.

C. Negro.

Outstanding Work Accomplished in Reducing Native Illiteracy

A. Successful organizations.

B. Successful schools.

C. Successful individuals.

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NOTE.—Illiteracy of native white adults is not confined to any one section of the country nor to the mountainous part of any section. The Southern Highlanders have been more carefully studied than the other groups.

CHAPTER XIV

Background of Native Illiteracy

Factors Causing Native Illiteracy in Southern States

A. *Geographical factors*.—1. Climatic conditions conducive to slave labor. 2. Social life organized on basis of large cotton plantations causing: (a) Landlords, overseers, slaves, tenants; (b) scat-

tered rural population. 3. Agriculture—the only occupation of people devoted to one crop, cotton. Few tools and little knowledge required for raising cotton in contrast with many tools and scientific knowledge required in Middle West for diversified farming. 4. Isolation caused by mountains and swamps.

B. Economic factors.—1. Poverty engendered by unscientific farming. 2. Poverty engendered by the war between the States: (a) Loss in the war of many breadwinners; (b) many irresponsible people thrown on own resources; (c) property loss. 3. Bad roads. 4. Growth of specific industries, textile mills, mining, etc., with their new problems. 5. Lack of child-labor legislation.

C. Educational factors.—(1) Few schools; (2) poorly equipped teachers; (3) short school term; (4) inadequate enforcement of compulsory school attendance law.

Sources for Gathering Information

A. Field work.—Establish personal contacts with adult illiterates: (a) Visit homes; (b) visit evening schools and talk with parents; (c) visit day schools and talk with children; (d) attend church services with adult pupils; (e) help adult pupils who have reached second and third grade ability to make out library cards; (f) be an interested, helpful member of a "corn-shucking" group; (g) go with timid mothers when they take children to clinics or to hospital; (h) accompany groups on educational pilgrimages.

B. Reading.—Specific suggestions for reading and study will be found in reference list at the end of the chapter.

Suggested Outline for Special Study of Groups of Native Illiterates

A. Historical and political.—1. With what heroic figures in our national life are adult illiterates familiar? With what outstanding events in the history of our country? 2. What is the effect of our past national achievements on the adult illiterate? 3. Does the native adult illiterate have a genuine sense of participation in his Government—community, county, State, or National? 4. What patriotic holidays does he understandingly observe?

B. Economic.—1. Distribution in community and county. 2. What are the chief occupations of the group: Agricultural, industrial, or other work? 3. What are the working conditions, namely, labor, wages, hours? To what extent do the women and children of the group work in the home, in the fields, or in the mills? 4. Compare home and community conditions of this group with those of the average literate group.

C. Social.—1. What opportunities for recreational activity and social amusement does the adult illiterate have? Does he have any opportunity for self-expression through music, folk dances, or games? 2. What are the average living conditions of the group as regards health, sanitation, foods, housing, etc.? Compare these conditions with those of literate groups.

D. Educational and cultural.—1. How many and what kind of books, if any, are found in the home? 2. What newspapers and magazines, if any, are subscribed for? 3. What musical instruments are found in the home? 4. Are the homes beautified by flowers? 5. What pictures are found in the homes? 6. What traces are found of some cultural and educational background? (a) Courtesy and hospitality; (b) use of old English expressions; (c) knowledge of sequence of the letters of the alphabet though ignorant of their form; (d) poise when confronted with new conditions. 7. What opportunities did these adult illiterates have for education in their youth?

E. Summary.—Consider carefully the fundamental characteristics and habits of the individuals of the native adult illiterate group. Consider how these characteristics and habits are reflected in these individuals because of the only standards known to them. Realize what their limitations inevitably must be. Consider what sort of men and women they are, what heritage they have from the past and what foundation they have upon which to build for (1) mastery of the simple tools of learning; (2) thrift, ambition, energy, willingness to work, reliability, and cooperation; (3) improved economic conditions; (4) improved living conditions; (5) normal, happy home environment; (6) civic responsibility; (7) more and better social contacts; (8) inclusion in pleasure and profit of cultural contacts; (9) love of beauty; (10) learning established as a life-long habit; (11) adjustment as wiser parents, more intelligent citizens, and happier men and women through "living their learnings."

This careful study of background will materially assist in correcting many false generalizations and conclusions. It will form the most satisfactory basis from which to work for educational development in all of its phases. It will show forth necessary adjustments which would otherwise be taken for granted as already established. It will be a guide to the ideals and attitudes, preferences and prejudices of the whole group.

CHAPTER XV

Publicity and Cooperation

Publicity

A. Publicity is necessary for enlisting the interest of literate organizations in order to secure their cooperation in inspiring, promoting, and encouraging the program of elementary education for native adult illiterates. The following are some of the means of securing wise publicity which have been successfully used in different localities:

1. Letters written by pupils to officials of school boards and of representative literate organizations.

2. Stories, photographs, and tactful cartoons in newspapers and magazines. Material for these stories may be secured from (a) local schools; (b) workers in each State, through State departments of education; (c) bulletins and reports of the United States Bureau of Education; (d) Interstate Bulletin of Department of Adult Elementary Education, National Education Association (P. O. Box 10, Albany, N. Y.).

3. Talks by forceful speakers to representative organizations, pupils, teachers, interested and influential laymen.

4. Exhibits, contests, and plays.

5. Special space in near-by public libraries assigned for books of interest to native adult beginners and their teachers.

6. "Educational pilgrimages" by groups of pupils and their teachers to city, county, State, and National seats of Government.

B. For securing the interest of the native adult illiterate himself, the less the machinery of publicity is evident the more successful will be the results. The following suggestions have proved of value, the effectiveness of the separate suggestions varying in value in different localities: 1. Special visits by teachers and supervisors to the home, accompanied by an influential member of the illiterate group. (Most important step in any locality.) 2. Visits by teachers and supervisors to employers and foremen. 3. Large type notices on bulletin boards in shops, mills, rural post offices, and stores. 4. Visits by committees of pupils and by individual pupils to other pupils. 5. Informal conversational announcements by welfare officer, truant officer, county health officer and nurse, physicians, rural postmasters, and storekeepers. 6. Showing films of evening-school work.

Fields for Voluntary Service

A. All representative literate organizations—civic, social, patriotic, fraternal, industrial, religious, philanthropic, and welfare can find in the program of adult elementary education fields of work which are specifically in line with their major objectives. From the following suggestions may be chosen those of most interest to each organization:

1. Securing enactment of adequate legislation.
2. Financing—directly or by underwriting—the program of adult elementary education until adequate appropriation is made from public funds.

NOTE.—In order to secure interested and adequate support of public officials and of representative literate organizations (a) inform them of present conditions; (b) show them results of work in other places; (c) submit definite and practical plans; (d) at the earliest possible moment, have pupils themselves write to or talk with officials.

3. Making census of adult illiterates and keeping it up to date.
4. Arousing public sentiment through helpful publicity.
5. Securing teacher-training courses when they are not available; when such courses are available, encouraging best qualified teachers to enroll for them.
6. Printing State first book for free distribution to adult beginners.
7. Providing funds for buying textbooks for pupils unable to buy them.
8. Assisting evening-school teachers with individual pupils.
9. Donating magazines and collecting others from bookstores, news-stands, and individuals.
10. Helping with clerical work—(a) Typing, (b) mimeographing, (c) making flash cards, etc.
11. Securing music and other entertainment features for special occasions.
12. Supplying refreshments for special occasions.
13. Helping with transportation.
14. Donating or securing prizes for outstanding accomplishments.
15. Presenting flags, Bibles, and pictures.
16. Making posters and scrapbooks on education, health, proper food, thrift, citizenship, recreation, and cooperation.
17. Helping with educational exhibits.
18. Buying spectacles for pupils unable to buy them.

19. Securing scholarships for ambitious pupils and for children of pupils.

20. Acting as hospital hostesses.

21. Financing the making of evening-school films.

22. Writing plays suitable for presentation by evening-school pupils.

23. Entertaining visiting celebrities and evening-school workers. Adult illiteracy is not a matter of which to be proud; it is a reproach to the Republic and a gripping appeal to all fair-minded men and women; and cooperation can be secured in overcoming it.

B. Cooperative work with home and farm agents, vocational rehabilitation agents, health officers, etc.

1. Carefully planned meetings and activities arranged with these agencies and the illiterate group.

Note.—The great need of the illiterate group is for interpreters—persons to interpret the various helpful agencies to them and to interpret them to the agencies.

2. Questions on evening-school entrance blanks as to people known to pupils who need to be put in touch with any one of these agencies.

3. Notification to welfare and other agencies of the names of those needing assistance.

4. Help given pupils—cripples, deaf, blind, etc.—in filling out any necessary blanks or in getting in touch with the needed agencies.

5. Arrangement made with these agencies to carry forward classes made up of those previously too illiterate to take advantage of them.

C. Legislation. All cooperating organizations can render valuable service in securing legislation for adult elementary education. For those States having no law on this subject, the following law, taken from Pennsylvania statutes, is quoted as suggestive:

(4102) That the board of school directors of any school district may and upon written application, signed by 20 or more residents of such district above the age of 16 years who are not in attendance at any public or private day school, shall provide free extension education for the instruction of said applicants in any curricular course of study so requested, or in English and citizenship for immigrants and native illiterates, or in citizenship for adults and in such other extracurricular courses of study as said board may deem advisable: *Provided*, That any such board of school directors may refuse to provide or continue such extension education whenever less than 20 of its said applicants are unfitted to pursue with reasonable profit the course of study requested.

"Extension education" shall designate any instruction provided and administered by the board of directors of any school district which is organized primarily for boys and girls who are employed and for adults whose earlier educational opportunity has been restricted, but shall not include the school work of continuation and other vocational schools.

CHAPTER XVI

Organizing and Conducting Classes of Native Adult Illiterates and Keeping Adequate Records of Results

Aims of Elementary Education for the Native Illiterate Group

A. To help adult beginners master the simple tools of learning and to inspire them with the will to do so in order that they may be able to solve intelligently the problems of their everyday lives.

B. To encourage them, step by step, to continue their learning.

C. To improve the home environment of the children of the group and to secure for them the direction and cooperation of their parents in establishing worth-while habits.

NOTE.—The average age of the pupils is 30 years and most of them have a number of young children. It is generally conceded that parents exert a stronger influence over their children than all other influences combined during the years when the strongest, most lasting impressions of their lives are made.

Dr. Joseph K. Hart's account of Denmark's adult education problem contains this significant statement:

Sentimentally, we might prefer to reform education by developing a generation of intelligent children and letting them take the place of the dull generation of adults. But that can not happen; the generations are not discontinuous; they flow into each other; and old custom, the stale habit, and stupid prejudice among adults discourage and destroy the ardors and hopes of childhood.

An intelligent, recently illiterate parent said the same thing in other words: "We have just about stamped our children before the school ever gets them. To get us on the side of education is a big forward step for the children."

D. To make the illiterate group acquainted, both in theory and in practice with high standards in education, health, proper food, thrift, recreation, cooperation, and citizenship.

NOTE 1.—One important means of attaining this objective is to give to the illiterate group a working knowledge of the community, county, State, and Federal agencies interested in helping them to improve their environment.

NOTE 2.—A most effective tool for the teacher is the making of casual references to the various items of desirable standards here and there, evening after evening, in the course of other school activities. This atmosphere of taken-for-grantedness of these standards will create in the minds of the pupils the acceptance of such standards as a part of the natural order of things.

Some of the Practical Difficulties Involved

A. Embarrassment of pupils in making a beginning.

NOTE.—It is an interesting fact that most pupils dread the first evening, but, almost without exception, lose all embarrassment after the first session.

- B. Necessity of much individual teaching.
- C. Classes held at the end of the day when pupils are tired.
- D. Varying attendance.
- E. Small number of teachers with the necessary special training.
- F. Paucity of teacher-training courses available.
- G. Very small number of suitable textbooks, leaflets, and charts available.
- H. Very little reference material available for teachers because so little research work has been done in this field.

Organization of Classes

A. On entering school, each pupil should fill, or have filled for him an entrance blank. The following blank has proved helpful in several localities.

SCHOOL ENROLLMENT RECORD

School	Date
1. My name is _____	
2. My address is _____	
3. I am _____ years old.	
4. I live in _____	
5. I went to day school _____ years.	
6. I was in _____ grade.	
7. I went to day school in _____	
8. I left school _____ years ago.	
9. I have been to night school _____	
10. I am now most interested in: Reading _____, Writing _____, Arithmetic _____, Spelling _____	
11. My reason for missing school when a child was— _____	
12. The books, papers, and magazines I should like to read are— _____	
13. Names and addresses of men and women who need night-school work are— _____	
14. Names and addresses of crippled or disabled men and women whom I know are— _____	
15. Names and addresses of children whom the County Health Officer or County Health Nurse can help are— _____	
16. Names and addresses of deaf or dumb people whom I know are— _____	

B. Illiterate pupils—those below fourth-grade standard—may be graded according to their ability to meet the following requirements:

Minimum Requirements of Each Grade

C. **ABSOLUTE BEGINNERS**—A pupil who can not write his name, read the first page in a first reader, or make the figures to 10 is considered an absolute beginner.

NOTE.—Have two divisions of each grade, A and B.

I. FIRST GRADE—Before leaving the first grade, a pupil should be able to do the following things: (1) Recognize and write all small letters; recognize all capital letters. (2) Write name, address, and very short sentences. (3) Change print to script. (4) Read through a first reader of average first-grade difficulty. (5) Spell 50 words. (6) Read and write numbers to 1,000. (7) Add simple numbers with carrying.

II. SECOND GRADE—Before leaving the second grade, a pupil should be able to do the following things: (1) Write legibly and correctly a short personal letter. Write a short business letter, ordering something that will bring concrete results. (2) Read through a second reader of average second-grade difficulty. (3) Spell 150 words. (4) Read and write numbers to 10,000. (5) Subtract numbers of five or six places in problems involving "borrowing."

III. THIRD GRADE—Before leaving the third grade, a pupil should be able to do the following things: (1) Write correctly several types of personal and business letters. (2) Read books of third-grade difficulty and selections from the Bible, newspapers, and magazines. (3) Spell 500 words. (4) Read and write numbers to 1,000,000. (5) Solve problems in long division with 3 figures in the divisor and 6 or 7 figures in the dividend.

Pupils wishing to work for continuation certificate may be graded according to the following requirements:

Arithmetic.—1. Demonstrated ability to do problems involving two or three of the fundamental operations. 2. Demonstrated ability to make a reasonable budget. 3. Demonstrated ability to add, subtract, multiply, and divide fractions, and to solve problems involving these operations. 4. Demonstrated ability to work problems in simple interest. 5. Demonstrated ability to solve problems involved in pupil's occupation.

English.—Demonstrated ability to write with fair facility an original paragraph of six or seven sentences upon a subject within the range of the pupil's experience or interests. Such a paragraph should show: (1) Mastery of the "sentence idea"; (2) freedom from glaring grammatical mistakes; (3) correct spelling of all ordinary words; (4) unfailing use of the commonest marks of punctuation; (5) some evidence of attention to matters of sentence structure and to the choice of words.

Demonstrated ability to write a personal and a business letter.

Oral.—Demonstrated ability to stand before a class and talk for three minutes upon a subject within the range of the pupil's knowledge or experience, speaking plainly, in a given number of clean-cut sentences, and without common grammatical mistakes.

Reading.—Demonstrated ability to read a newspaper or magazine article, or chapter in elementary history, and give the thought contained.

Spelling.—Demonstrated ability to use the dictionary freely and rapidly. Demonstrated ability to spell 90 per cent of the Ayres's list of 1,000 words.

Writing.—Demonstrated ability to make legibly all small and capital letters with correct slant, height, and spacing, with a fair amount of speed.

History.—Demonstrated ability to answer 20 questions on history studied in adult schools.

Geography.—Demonstrated ability to answer 20 questions on geography studied in adult schools.

Citizenship work.—Demonstrated ability to answer two questions each on health, good cooking, thrift education, citizenship, and recreation standards studied in an adult school.

D. Grading and grouping of pupils carried out informally. The place of meeting may be a school building, a church, vacant rooms over a store, a railroad car—any available place. There should be no set program but, as pupils come in, they will be given their choice of writing a letter to some friend, asking him to come to school, or copying some interesting matter suggested by the teacher. In this way, before anybody knows just how it happened, the beginners, intermediates, and third-graders may be unobtrusively placed in their respective groups. When reading, arithmetic, spelling, and English are tried out, in this same informal way, the groups may be and often are shifted considerably. But that only adds to the interest and subtracts from any lurking embarrassment. After filling out the entrance blanks or giving the information needed for filling them out, all groups come together and participate in the following or similar program:

1. Repeat in concert—

Somebody said that it couldn't be done,
But he, with a chuckle, replied:
"That maybe it couldn't, but he would be one
Who wouldn't say so till he tried";
So he buckled right in, with a trace of a grin
On his face. If he worried, he hid it;
He started to sing as he tackled the thing
That couldn't be done—and he did it.

2. Sing—

I'm pressing on the upward way,
New heights I'm gaining every day,
Still praying, as I inward bound,
Lord, plant my feet on higher ground.

E. Points for local decision.

1. Number of pupils per teacher.

NOTE.—Since so much of the work with beginners has to be individual work, experience seems to indicate that the following enrollment per teacher is sufficiently large: First grade, 10 to 12 pupils per teacher; second grade, 12 to 15; and third grade, 20 to 25.

2. Number of sessions per week.

NOTE.—Present practice in evening schools for the native adult illiterate seems to indicate that two evenings a week prove most satisfactory.

3. Number of hours per session.

NOTE.—Practically all of the evening schools for native adult illiterates hold 2-hour sessions.

Conducting Classes

NOTE.—Teachers should plan details of work at least a week ahead. They should know just what results they will work for in each subject each evening. The fact that the pupils come to school after a hard day's work demands that the best, most definite, most helpful material possible be found.

A. First meeting of class for regular work.—1. Necessity of winning interest and confidence of pupil. The type of our native adult illiterate pupils is distinctly individualistic, with a strong consciousness of personal freedom, free will, and a tendency for each man if not to think for himself at least to value and rely on his own judgment and opinion. Abraham Lincoln has so surely reached the very heart of the matter of approach that each new teacher will find in his words the surest method of approach:

If you would win a man to your cause, first convince him that you are his friend. Therein is a drop of honey that catches his heart, which, say what you may, is the greatest high road to his reason, and which, when once gained, you will find but little trouble in convincing his judgment of the justice of your cause, if, indeed, that cause be a really just one.

On the contrary, assume to dictate to his judgment or to command his action or to mark him as one to be shunned or despised and he will retreat within himself, close all avenues to his head and heart.

Such is man, and so must he be understood by those who would lead him, even to his own interests.

After a teacher has heard time after time stories like this, "When I was growing up they had just three months' school. I went the first month and then had to stop to pull fodder, and couldn't go back till the crop was all in. So I got just about a month and a half in all every year for three years that I went," they need no longer to be talked to about a sympathetic approach. 2. Necessity of having devices to meet many emergencies and to have at hand all necessary textbooks, charts, and home-work notebooks with work ahead prepared. 3. Necessity of teaching pupils at least one definite thing.

B. General teaching procedure.—1. In first grade, work will be largely individual, though some grouping is usually possible after the first few evenings. 2. In second grade grouping is usually possible from the beginning, though there is still much individual work. 3. By the time the third grade is reached class teaching is possible and desirable, though there will still be a considerable amount of group teaching. 4. Some phases of the work can be given in class teaching for all three groups.

C. Class program.—In classes of native adult beginners the apportionment of time for each subject is of necessity a variable quantity, depending on most urgent needs of the group. The following program has been rather widely helpful for the beginners' group. It will be suggestive for making programs for the intermediate and advanced groups:

	Minutes
Informal conversation and directions (oral English)-----	10
Reading (part silent, part oral)-----	25
Writing and English-----	25
Phonics-----	10
Spelling-----	15
Arithmetic-----	25
Closing exercises-----	10
Total-----	120

D. Providing work for tardy pupils and for late entrants.

E. Use of time before class.—Finding out individual needs of class members and ascertaining if these needs are being met.

F. Class participation and socialization.—1. Electing class officers. 2. Planning class activities. 3. Choosing committees.

G. Classroom routine.—1. Ventilation. 2. Seating of pupils. 3. Keeping attendance records (pupils enjoy having a part in this). 4. Skill in handing out papers, books, etc. 5. Effective blackboard and chart work.

H. Types of assistance which the supervisor may give to teachers.—

1. Improvement of instruction: (a) County-wide institutes; (b) group meetings; (c) individual conferences following observation of teaching; (d) demonstration lessons. 2. Broad view of the work as a whole. 3. Inspiration and sympathetic understanding. 4. Help in enlisting active interest of necessary officials and organizations. 5. Help in securing wise publicity. 6. Help in organizing schools. 7. Passing on of helpful suggestions from one school to another. 8. Results of research work. 9. Contacts with State and National workers in this field. 10. Help in planning and carrying out projects; as, educational pilgrimages, making a film of evening-school work, commencement plays, and pageants. 11. Help in making

exhibits of real educational value. 12. Securing loan of exhibits from other communities, counties, and States.

Keeping Adequate Record of Results

A. Statistical reports.—1. If work is being done for the first time, secure copies of reports and record blanks from other counties and adapt the best to local use. 2. In planning reports and records, keep in mind the fact that it should be possible to demonstrate clearly from records the value of teaching native adult illiterates. For instance, will it not be helpful to have in the records data on the following and similar facts?—(a) Number of children of adult illiterate parents not in school prior to entrance of parents in evening school. (b) Number of children of these same parents in school after the parents become evening-school pupils. (c) Definite, objective comparisons of standards of living before and after attending evening schools; as, increase of salary; number of books, newspapers, and magazines in homes; wholesomeness and attractiveness of children's lunches, etc.

B. Specimens of work of pupils.—1. Specimens of work done by pupils on each fourth evening may well be kept so that they may see their progress. This will serve the teacher, too, as a check on the definiteness of his aim. The following outline may prove suggestive. A pupil may not accomplish the work as rapidly as indicated on the outline. This does not matter. The point is to keep specimens of his work each fourth evening, wherever he may be on the outline.

SPECIMEN FORMS FOR WRITING AND ENGLISH

Name of pupil..... Number of lesson.....

Legend.....

Teacher's name..... Date.....

First evening—Initials or name from copy.

Fourth evening—Initials or name or both from dictation.

Eighth evening—Printed words changed to script. Address.

Twelfth evening—Address and very short sentence from dictation.

Sixteenth evening—Short sentences from dictation and date line for letter.

Twentieth evening—Salutation and complimentary close of letters: (1) family, (2) friendly, (3) business.

Twenty-fourth evening—Very short personal letter copied, dictated or original. State which.

Twenty-eighth evening—Very short business letter copied, dictated or original. State which.

Thirty-second evening—Envelope addressed. Money order blank filled out. Post card written.

Thirty-sixth evening—Check written. Package wrapped and addressed for mailing.

Fortieth evening—Original letter written to some friend giving reason why pupil thinks he would like evening school.

2. Home work notebooks of pupils.

NOTE.—These books are of great value as records because they show both the progress of the pupil and the definiteness of aim of the teacher.

C. *Human interest stories.*

NOTE.—Human interest stories should be preserved in films, plays, newspaper and magazine articles, posters, and files of teachers and supervisors.

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The subject of illiteracy is set forth, in text and by tables, of the illiteracy of the men called in the draft.

CHAPTER XVII

Census Survey

A. *Method of approach.* A study in adult psychology, with special reference to possible and impossible methods of approaching adult night-school beginners.

1. The adult may be, and often is, progressive—open to new ideas—but not plastic, i.e., not shaped readily by any new suggestion. The teacher should expect to use time and varied efforts to secure interest.

2. Implied suggestions are far more likely to be accepted than direct suggestions, on the principle that a flank movement succeeds when a frontal attack fails. Experienced teachers usually say, "We are planning to have a night school in this neighborhood. Do you know anyone who would be interested?" rather than "Won't you come to our night school?"

3. Any adult is more susceptible to suggestions that come from one clothed with prestige. Prestige is that which excites such wonder or interest or admiration as to paralyze the critical faculty. The teacher may gain the desired position by associating with himself some one from whom this prestige can be reflected, or who will recount what the schools have done for him or his neighbors in some other place.

4. Imagination and feelings must be appealed to rather than reason through arguments. The teacher should remember his own mood when his predominating desire is just to be alone. If possible he should appear to the pupil as the open door into a new life. He should stress teaching and let all reform work be indirect.

5. Reiteration of the same idea in various forms is essential to the production of an effect upon adults in a normal state of mind. The teacher may well plan at least half a dozen methods of attack when trying to secure interest. What strikes an adult from all directions at almost the same time has a tremendous effect.

6. The type of pupils is strongly individualistic with a strong consciousness of personal free will and a tendency for each man, if not to think for himself, at least to value and rely on his own opinion. Appeal should be made to powers of leadership and the effort made to increase their sense of worth and dignity as citizens.

7. These pupils, like most of the rest of the world, have a definite respect for money. One said, "It would not be any use for me to try to learn with you because a *wealthy* lady tried to teach me once." So the teacher need not be afraid to look prosperous. He may remember, too, that nothing succeeds like success and report all suc-

cesses in other places. He will find it helpful to carry with him on his visits the accomplishments of other pupils.

8. Love of their children is one of the strongest characteristics of these people. The children have a long period of plasticity, in the course of which the knowledge of their parents, their practical wisdom, beliefs, valuations, and sentiments are copied spontaneously. The parents should be helped to see and feel this responsibility and meet it with increasing vision and practical knowledge. It is an opportunity to make sure that illiteracy is not entailed.

B. *Making the census.*—1. If not already done, induce public-school officials to add a column for adult illiterates to the day-school census blank. 2. Secure names and addresses of adult illiterates in the following and other sources: Personal visits to the homes of illiterates (by far the most important), superintendents, supervisors, principals, and teachers of day schools, school children, tax lists, mill and factory owners and foremen, other employers, interested individuals, associated charities, church organizations, juvenile courts, jails, health departments, storekeepers, postmasters, banks, labor unions, fraternal orders, merchants' associations, men's civic clubs, parent-teacher associations, federated women's clubs, patriotic organizations, Young Men's Christian Associations, Young Women's Christian Associations, public welfare departments, public health nurses, home and farm demonstration agents, and Federal census.

C. The following enumeration cards may be suggestive:

LITERACY ENUMERATION CARD

State of _____, county of _____
 1. School district number and name, _____ 2. Ward No. _____
 3. Is the district rural, urban, mixed? _____ 4. What national type or types predominate? _____
 5. Name _____; sex, _____
 (LAST name first. Please PRINT)
 age, _____; race, _____; defect, _____
 occupation, _____ 6. Address _____

Reads English			Writes English			Citizenship		Native of—	
1st grade	2d grade	3d grade	1st grade	2d grade	3d grade	American	Alien	State in U. S.	Foreign country

Recorded by _____
 Address _____
 Organization _____ Date _____

DIRECTIONS TO ENUMERATORS¹

PLEASE

Read the card understandingly.

Fill carefully.

Record each name on a separate card.

Print legibly all names and addresses.

Use check (V), initial (W for white, etc.), and number where possible.

Note on card under "Defects" by initial:

Blind (B), Deaf (D), Crippled (C), Feeble-minded (F-M).

In homes of foreign people take some one to introduce you and interpret for you; a school child of the family will do.

Many houses have more than one family; please visit each one.

Please ask:

"Are there any grown-ups in your family that do not read and write English?"

"Do they read and write in some other language?"

"Are there any boarders who do not read and write English?"

FOR READING TESTS

It is time to plant seed so that the harvest may be good.

The polls are open; every man and woman having the right should vote.

The man who sells his vote sells his honor.

SUMMARY OF LITERACY ENUMERATION

State of _____, County _____, District No. _____

1. Number and per cent of foreign-born illiterates _____
2. Number and per cent of foreign-born adults literate in own language but not in English _____
3. Number and per cent of native white illiterates (Army standard) _____
4. Number and per cent of native white illiterates (Federal census standard) _____
5. Number and per cent of native negro illiterates (Army standard) _____
6. Number and per cent of native negro illiterates (Federal standard) _____
7. Number and per cent of defectives—physical _____
8. Number and per cent of defectives—mental _____
9. Per cent of total illiteracy in each county _____
10. Per cent of total illiteracy in district _____

NOTE 1.—(a) According to the Federal census standard, an illiterate is a person 10 years of age or older who says he can not write. (b) According to the Army standard, an illiterate is a person 10 years of age or older who can not write his own letters and read the newspaper.

D. The Write-Your-Name Campaign may immediately follow the making of the census or be carried on at the same time. It is a helpful preliminary step to the organization of evening schools. The usual procedure of the teacher is (1) to show pupil how to write name during short visit to his home; (2) to leave copies of the name for practice; (3) to make several visits at intervals until pupil can write name or until evening school is organized.

¹ On back of Literacy Enumeration Card.

CHAPTER XVIII

Classroom Subjects

Objectives

To enable pupils:

1. To read with ease material of third-grade difficulty.
2. To acquire a love of good reading.
3. To talk freely, correctly, and interestingly for two or three minutes upon subjects within the range of their knowledge and experience.
4. To write correctly an original paragraph of six or eight sentences on a subject within the range of their experience or interest.
5. To write correctly personal and business letters.
6. To spell correctly words in common use.
7. To make correct use of capitals and of simple marks of punctuation.
8. To use with facility alphabetical lists and the dictionary.
9. To solve arithmetic problems arising in everyday life.
10. To gain a working knowledge, through both theory and practice, of seven of the essentials of a normal happy life: Education, health, proper food, thrift, recreation, cooperation, and citizenship.

*Subjects**Reading*

Aims.—(1) To give to the adult pupil, in a minimum time, the mastery of the mechanics of reading so that he can quickly get thought from the printed page. "To get, to feel, and to give the thought." (2) To create within the pupil a desire to read for himself good books, magazines, and newspapers.

Method.—Experience has demonstrated that the aims are more surely attained through the use of a combination of methods. The sequence will always be: The central thought, the sentence, the word group, the word, the name, and the sound of the letter, as—

(a) *The story.*—The teacher will arouse the interest of the pupil in the central thought of the lesson, connecting it with his past experience. He will then set up the main problem to be solved by the reading of the lesson.

(b) *The sentence.*—The teacher will ask questions which may be answered by the sentences in the lesson. After asking each question, the teacher will read two sentences, designating them. He will then ask the pupil to choose and to read the sentence which correctly

answers the question. He may call attention to some of the features of the mechanical form of the sentence which will help fix it in the mind of the pupil; as, "long," "short," etc. The pupils may then ask each other questions and find the answers, having from the teacher any necessary help.

(c) *Word groups*.—When the pupil has the sentences fairly well in mind, his attention may next be drawn to phrases. He may give them in answer to questions, as, "What does the man like?" Answer. "To work; to play." "Where does he work?" Answer. "In the field." After all the phrases have been discovered by this and by other means, drill should be given. This may be done by using charts, the board, flash cards, and the book.

(d) *Words*.—Recognition of words will be fairly easy after the sentences and phrases are in mind. They, too, may be found in answer to questions. The mechanical make-up of the words may be discussed; as, "the longest word," "the word with a tall letter at the end," "the word with two round letters in the middle," etc. After being once discovered, the same word may be found as many times as possible in the lesson, on the board, on flash cards, under pictures or objects. A set of cards with both words and pictures is helpful.

(e) *Phonics*.—May best be taught in a separate period. This subject can be of great value to the adult beginner, particularly in giving him the power to recognize new words, if the approach to the subject can be made naturally and with no self-consciousness on his part. After he once puzzles out a new word for himself, he is an enthusiastic convert. Be sure that ear training precedes tongue training and that pupils get the sound before they try to give it. Make five charts: (1) Consonants listed in groups as easy, less easy, difficult; (2) consonants listed as "breath" and "voice"; (3) vowels, long and short; (4) blends; (5) families. Make flash cards with picture, word, small letter with which word begins, and capital letter on each.

SUGGESTIVE LESSONS IN PHONICS

Teacher. "I am going to write a word on the board. [Writes 'like.'] I hope you will 'like' it. Would you 'like' to know what it is?"

Pupil. "It is 'like.' It was in our lesson five times to-day."

Teacher. "I l-like that answer. Now, will you 'l-isten' while I say 'l-ike,' 'l-esson,' 'l-et,' and 'l-etter.' Don't all of them sound alike at the beginning—l-isten, l-ike, l-esson, l-et, l-etter? I'm going to write the letter that has this sound. [Writes 'l.'] It is 'l.' There are two of you whose names begin with this same sound. Can you guess whose names they are?"

Pupil. "My name is Lena. Isn't that one?"

Second pupil. "And mine is Lester and it starts that way."

Teacher. "I was thinking of L-ena and L-ester. I shall write a capital 'L' now, for names begin with capitals, don't they? [Writes "L."] L-ena, since 'L' is your letter, will you tell me some of the words which I used that begin with 'l'?"

Lena. "I remember 'l-ike' and 'l-esson.'"

Teacher. "Good. 'L-ike' was in your 'l-esson,' so I'm especially glad you remembered those two. Now, Lester, can you tell us the others?"

Lester. "I remember 'l-et' and 'l-etter.'"

Teacher. "Good! That is all of them except 'l-isten.' Can anyone say all five of the 'l' words and the two 'L' names?"

Pupil. "L-ike, l-esson, l-et, l-etter, L-ena, L-ester."

Follow-up work. Write l l l l l.

SUGGESTED MATERIAL (BASAL AND SUPPLEMENTARY)

(1) Basal reader: (a) Each class should be taught from a basal reader prepared especially for adult beginners.

(b) The stories should appeal to the adult mind and should be abundantly illustrated.

(c) Material should have civic value in order to implant or to raise standard of living.

(d) The type should be large and the binding durable.

(e) The vocabulary should be familiar, simple, and constantly repeated.

(f) Each lesson should contain a short unit story and should be built on the preceding lesson. Not more than six or eight new words should be introduced in a new lesson.

(g) The textbook should be introduced to the pupil by telling something about the author, calling attention to the method of publication, the title page, and the table of contents. Later give drill in use of table of contents.

(2) Supplementary material: Supply abundant supplementary material. This should be much easier than the basal. The following suggestions have been found very helpful:

(a) Calendar. This makes an excellent first reading lesson. The pupils already know the facts given on the calendar, but they do not recognize the printed symbols.

(b) Have a bulletin board or use portions of blackboard for teaching: 1. Names of pupils. 2. Simple directions and notices, such as: "John, shut the door." "Mary, bring me the book." 3. Weather reports. 4. Illustrated jokes. Encourage pupils to read board daily and to bring suggestions for material to be posted.

(c) Old readers. Take stories from old readers of easier content than the basal reader and make booklets, one story to a booklet. In this way, by exchanging the stories, pupils can have, without cost, plenty of supplementary material.

(d) Newspapers. The papers can be used by teachers to an unlimited extent. It adds to a man's self-respect to read a paper, and his natural interest should be capitalized. The paper helps the pupils to recognize at a glance the name of their town, the day of the week, and the date. The names of local merchants and the reading of numbers and money can be taught through the advertisements. The students like to mark the familiar words belonging to the "families" studied each day, etc. The teacher should remember that the pupil needs help in understanding the printed symbols.

(e) New and old magazines. These may be used in the same way as the papers and may be had for the asking from public-spirited citizens.

(f) Posters. Familiar posters make excellent reading lessons, such as (1) Cross Crossings Cautiously; (2) Join the Red Cross.

(g) Public signs:

Auditorium	Stamps	Stop—Look—Listen
Court House	R. F. D.	Keep to the Right
Entrance	Poison	Look out for the Train
Exit	Warning	Railroad Crossing
Elevator	Danger	Travelers' Aid
Fire Escape	For Sale	No Smoking
Post Office	For Rent	No Admittance
General Delivery	To Let	Information
Money Order	Stop	Welcome
Parcel Post	Stop—Go	Quiet—School Zone
Post No Bills	Detour	Quiet—Church
Fresh Paint	Go Slow	Dangerous Curve
Notary Public	Be Careful	

(h) Flash cards. The teachers must bring to class a number of flash cards for each new lesson. Drill upon words and phrases, prefixes, suffixes, and roots when opportunity presents itself. Work from the known to unknown.

(i) Advertising material. A large number of commercial and industrial concerns provide free material advertising their products. Have pupils order this material. It will motivate the usual letter-writing period.

Writing

Aims.—For native adult illiterates the aims in teaching penmanship are legibility, with uniformity of spacing, height, slant, and reasonable speed.

Methods.—(1) Present the letters in groups made up of similar formations. (2) Be sure that pupils have correct position. (3) Do not stress arm movement.

Suggestions.—(1) The following outline of 20 lessons contains groupings of letters of similar formation:

Lessons 1 and 2. a; u, g, q.

Lessons 3, 4, and 5. e, l, h, b, k, f.

Lessons 6, 7, and 8. i, j, u, w, p, t.

Lessons 9, 10, and 11. m, n, v, x, y, z.

Lesson 12. c, o, r, s. (Exceptions.)

Lesson 13. ba, be, bl, bo, bu, br.

Lesson 14. ov, om, on, ob, ox, og, oh, of—B, H, K, P, R, K.

Lesson 15. va, ve, vi, vo, vu, vr—F, T.

Lesson 16. wa, we, wi, wo, wu, wr—M, N, U, V.

Lesson 17. wr, wh, tr, th—W, X, Y, Z.

Lesson 18. A, O, C, D. Review ba, ov, wr, vi, wa.

Lesson 19. qu, aqu—Q, I, J, G, S, L.

Lesson 20. The quick brown fox jumps over the lazy dog. (Contains all letters of the alphabet.) Test students' ability to recognize all letters. Test to find how many small letters can be written from dictation.

(2) An interesting fact, which is more helpful than would be at first imagined, is that the sequence of the alphabet is known to practically every adult beginner. They do not know the letters by sight, in either print or script, but they can say them. For this reason the alphabet—both small and capital letters, print and script—is put at the beginning of the word lists arranged for pupils' study. By beginning with "a" and coming down the list, the pupil can find any letter asked for. When this has been done a great many times he begins to recognize the forms of the letters. Changing print to script is accomplished by the same device after the printed letters are learned.

Spelling.

Aims.—(1) To teach pupils to spell the words in common use. (2) To teach pupils how to use readily alphabetically arranged lists of word groups of especial interest to them. (3) To teach pupils how to use the dictionary with facility. (4) To help pupils acquire "spelling consciousness."

Methods.—The teacher should point out to the pupils what there is to think about in a word and show them how to think about it before attempting to memorize it. The pupils should see (with both eye and brain), hear, pronounce, and write each new word learned. The following outline may prove suggestive:

(a) Have pupil find word in sentences.

(b) Develop the meaning of the word, if necessary, by having pupils give definition, name a synonym or antonym or use the word in a sentence.

(c) Have pupil divide the word into syllables, spell syllables separately, and note silent letters. Have pupil find within the word other words or familiar word families.

(d) Try to remove probable point of difficulty in the word.

(e) Have pupil look at word carefully, look away, and spell.

(f) Have pupil pronounce word distinctly, pronouncing it for him first if necessary.

(g) Review words for a few minutes, concentrating on difficult words.

(h) Erase all words and dictate entire lesson.

(i) Have pupils find word in alphabetical word list. This is looking toward the use of the dictionary—an aim to be kept constantly in mind from the beginning. Have him arrange lists of words alphabetically, giving many detailed lessons and much practice.

(j) Begin teaching pupils how to use the dictionary by the twenty-fifth lesson if not before. Give 30 or 40 dictionary lessons in order to remove all obstacles in the way of its ready use. Have frequent drill lessons and contests on finding words quickly.

Suggestions:

(1) To help pupils in acquiring "spelling consciousness," have them keep spelling booklet. Have them draw a line through the middle of the page and use the left column for words dictated, the right for correct spelling of words misspelled. On the opposite page, have pupils write sentences using words correctly. This arrangement has the added advantage of enabling pupils to review easily the words misspelled. Encourage pupils to have one special page on which they put words misspelled in the study of other subjects, and another on which they record the words they would like to add to their vocabularies.

(2) Have pupils take part in spelling matches.

Arithmetic

Aims.—(1) To teach the pupil the four fundamental processes with whole numbers and with fractions. (2) To enable him to see the application of these processes to the problems in his everyday life. (3) To enable him to formulate his own problems and to solve them with accuracy and intelligence.

Methods.—(1) Secure an easy and natural development of the idea of numbers. (2) Provide enough drill material to fix the results in memory. (3) Provide frequent repetition, both under supervision in class and for home work.

Suggestions.—(1) Part of the work may be done at home each time and part in class in a notebook which the pupil will keep for reference. In presenting a new process, the teacher may find it

helpful to have the pupil work examples in his notebook in class, erase the answers, and work the same examples at home by himself before the next lesson. (2) In the beginner's class, give the pupil much drill on reading the following groups of words, so that his problems will be simplified for him: How much, How many, Find the cost of, A woman paid, If it costs, If a man earns, If a woman earns, Make numbers, How much can they save, How much change should be given.

Language

AIMS

(1) To guide pupils in enlarging and enriching their vocabularies, so that they may understand what they read and what they hear and be able to give adequate expression to their thoughts.

(2) To teach pupils to talk freely, correctly, and interestingly for two or three minutes upon subjects within the range of their knowledge and experience.

(3) To teach pupils to write correctly personal and business letters.

(4) To teach pupils to write with fair facility an original paragraph of six or seven sentences upon a subject within the range of their experience or interests. Such a paragraph should show: (a) A mastery of the "sentence idea." (b) Freedom from glaring grammatical errors. (c) Correct spelling of all ordinary words. (d) Unfailing use of the commonest marks of punctuation. (e) Some evidence of attention to matters of sentence structure and to choice of words.

METHODS

(1) Oral English should pave the way for written English.

(2) Pupils should unfailingly correct and revise each piece of work until a high standard of correctness is reached. This method brings about the following results: (a) Pupils become dissatisfied with slipshod work. (b) They have active desire for definite improvement. (c) They become interested in self-criticism. (d) They learn that only correct practice makes perfect. (e) They welcome the teacher's suggestions for plans to progress. (f) They do progress.

(3) Observation is the most economical method of teaching the use of capitals and of the marks of punctuation. Beginning with early reading lessons, the teacher may frequently and casually call attention to the capitals, question marks, periods, etc. The pupil will soon begin observing them for himself.

SUGGESTIONS

(1) Two blank books for home work should be kept by each pupil. At the first school session, the teacher puts home work for the inter-

vening days in one of these books. This book containing the pupil's work is returned at the next session and exchanged for the second book, into which the teacher has put home work for the next intervening days. This exchange of books gives the teacher an opportunity to discover the pupil's difficulties when he is working alone and to plan the work ahead with these problems in mind.

(2) Some suggestions of English material for home-work books: Pupil's name and address, names of members of the family, names and addresses of relatives and friends to whom letters later will be written; envelopes to be addressed; names of classmates; checks; money orders; post cards; bill and receipt forms; sentences with words that have been misspelled; words relating to pupil's occupation; names of local churches, theaters, streets, street cars, stores, creeks, rivers, mountains, days of the week, holidays, months; names of family relationships.

(3) A suggestive lesson in English for advanced class. Direct the pupil to prepare a three-minute talk on "Recreation in my community." Before the talk make a recreation survey of your community, using the following outline; (a) Importance of recreation. (b) Kinds of recreation in community now. (c) Number of social gatherings held there last year. (d) Number of books in the community. (e) Number of telephones and radios. (f) Numbers of automobiles. (g) Number of magazines and newspapers subscribed for regularly in the community. (h) Kinds of music which may be heard there. (i) Recreations which you would like to see there, both for children and for grown-ups. (j) Plans for securing these recreations.

Discuss with class the following simple standards for a good speaker. Ask them to copy these standards in their notebooks and to learn them:

STANDARDS FOR A GOOD SPEAKER

Position: Stand straight.

Voice: Speak distinctly.

Style: Watch your English. Use short sentences and make what you say interesting.

Ideas: Begin with an interesting sentence to make people listen. End with a thought which they will remember.

Geography, History, and Citizenship

Aims.—(1) To teach as many as possible of the essential facts of each of these subjects in the limited time available; (2) to present these facts forcefully so that they will lead to further study; (3) to help the pupils see the close connection between these subjects and their own lives.

Methods.—(1) Proceed from the situations of local interest to those of State, national, and international scope; (2) utilize all possible experiences of pupils; (3) make sure that the vocabulary of these subjects is clearly understood by pupils; (4) secure from pupils a practical application of what they have learned.

Suggestions.—(1) The following topics may prove suggestive for geography discussions: (a) Ask pupils to name all towns, counties, States, and countries which they have visited; also those of which they have heard. (b) Ask pupils to trace a journey from their homes to places of interest in the news of the day and to world-famous places. (c) Discuss with pupils sources of material from which clothes are made and from which foods are secured. (d) Ask pupils to make a notebook describing the State in which they live. (e) Discuss with pupils the advantages and disadvantages of living in different localities. (f) Make frequent use of products and industries maps, pictures, stereopticon slides, moving pictures, time-tables, etc.

(2) The following periods of America's history may be developed as fully as time will permit: (a) Discovery and exploration (1492-1607). (b) Colonization (1607-1760). (c) The Revolution (1760-1789). (d) National growth and expansion (1789-1850). (e) Sectional dispute and Civil War (1850-1865). (f) Reconstruction (1865-1900). (g) The United States of the twentieth century.

Note.—The dates may be given for fixing sequence of time rather than for memorizing.

(3) The following topics in citizenship study may be developed as fully as time will permit: (a) Necessity for government. (b) Our form of government. (c) The citizen's part in government. (d) The Government's protection of its citizens. (e) Ideals of State and national citizenship.

(4) In all subjects, projects, or larger unit, study will almost inevitably have an important place. The following types may prove suggestive: (a) Each school may make field trips to public or historic buildings and to towns or cities of State or of National importance. (b) Each school may collect material and data for a historical pageant of city, county, or State. (c) Each school should strive to initiate and carry through a "community project"; that is, a project by which the community is made tangibly better than it was before the school was organized.

Note.—For the classroom teacher and for the instructor of teacher-training classes: 1. For suggestions as to qualifications for advanced classes, teaching procedures for classroom activities with this group, and division of time, see Chapter VII in the Immigrant education section of this bulletin. 2. See Chapter IX in the Immigrant education section for detailed suggestions in regard to illustrative material, devices, drills, and miscellaneous suggestions.

REFERENCES

TEXTBOOKS AND SUPPLEMENTARY MATERIAL FOR PUPILS

NOTE.—It is hoped that the scarcity of basic texts adapted to the use of native adult beginners will prove a challenge to research workers in this field.

For Beginners

BASIC

- Gray, Wil Lou. Bible Story Reader. Richmond, Va., Johnson Publishing Co.
 Morriss, Elizabeth C. Citizens' Reference Book, Vol. I. Chapel Hill, N. C., University of North Carolina Press.
 State publications for adults wherever available.
 Stewart, Cora Wilson. Country Life Reader. Book I. Richmond, Va., Johnson Publishing Co.

SUPPLEMENTARY

(a) Suggestions in regard to various types of supplementary material are found in other parts of this bulletin. To these may be added the titles of two series of books from which helpful material may be selected:

- Burt's series of one-syllable books. New York, N. Y., A. L. Burt. Co.
 Instructor literature series. Dansville, N. Y., F. A. Owen Publishing Co.

(b) Books written especially for the adult immigrant but containing material of value for the native illiterate:

- Castle, A. W. Reader and Guide for New Americans. New York, N. Y., The Macmillan Co.
 Samuelson, S. E., and Beglinger, N. J. Mechanics of Reading. New York, N. Y., Charles Scribner's Sons, 1927.
 Swain, Ethel. Practical First Reader for Adults. Berkeley, Calif., Sather Gate Book Co.
 Thirty Health Lessons. Boston, Mass., State department of education.

For Intermediate Pupils

BASIC

- Kelly, Elizabeth, and Morriss, Elizabeth C. Writing an English Book. Richmond, Va., Johnson Publishing Co.
 Morriss, Elizabeth C. Citizens' Reference Book. Parts of Vols. I and II. Chapel Hill, N. C., University of North Carolina Press.
 Stewart, Cora Wilson. Country Life Reader. Book II. Richmond, Va., Johnson Publishing Co.

SUPPLEMENTARY

- Eggleston, Edward. Stories of Great Americans for Little Americans. New York, N. Y., American Book Co.
 Burt's series of one-syllable books. New York, N. Y., A. L. Burt Co.
 Congdon pamphlet readers. Chicago, Ill., Silver Burdett & Co.
 Instructor literature series. Dansville, N. Y., F. A. Owen Publishing Co.

For Advanced Pupils

BASIC

- Eggleston, Edward. A First Book in American History. New York, N. Y., American Book Co.

Morriss, Elizabeth C. Citizens' Reference Book. Vol. II. Chapel Hill, N. C., University of North Carolina Press.
Selections from the Constitution of the United States.
Stories from history of the State.

SUPPLEMENTARY

Baldwin, James. Fifty Famous Stories Retold. New York, N. Y., American Book Co.
Gray, Will Lou. Elementary Studies in Civics. For adult pupils in South Carolina. Columbia, S. C., The State Co.
Defoe, Daniel. Robinson Crusoe and Wyss, J. D. Swiss Family Robinson in illustrated editions.

NOTE—Excellent supplementary material will be found in the newspapers, magazines, and literature from county, State, and National departments, on health, proper food, hygiene, sanitation, thrift, recreation, citizenship, and all home and farm problems. Much valuable supplementary material may be selected from the Immigrant Education section of this bulletin listed under the captions, "Texts for Students of Advanced Classes" and "Texts for Students in Citizenship Classes."